

BIENNIAL REPORT
OF THE
Superintendent of
Public Instruction
OF THE
State of Florida

For The Two Years Ending June 30, 1914

WM. N. SHEATS,
Superintendent of Public Instruction



T. J. APPLEYARD, STATE PRINTER



Tallahassee, Fla.

STATE OF FLORIDA,

Department of Public Instruction, Capitol, Tallahassee.

William N. Sheats.....State Superintendent.
J. C. Compton.....Chief Clerk.
W. M. Bevis.....Statistical Clerk.
Miss Pauline Costa.....Stenographer.

State Rural School Inspectors.

G. M. Lynch.....Gainesville, Fla.
— Shelton Philips.....Williston, Fla.

REGISTER OF STATE SUPERINTENDENTS.

| | Term Began. |
|--|-------------------|
| C. Thurston Chase..... | August —, 1868 |
| Rev. Charles Beecher..... | March 18, 1871 |
| Jonathan C. Gibbs (colored)..... | January 23, 1873 |
| Samuel B. McLin, Secretary of State and Acting State Superintendent.. | August 17, 1874 |
| Rev. William Watkin Hicks..... | March 1, 1875 |
| William P. Haisley..... | January 6, 1877 |
| Eleazer K. Foster..... | January 31, 1881 |
| Albert J. Russell..... | February 21, 1884 |
| William N. Sheats..... | January 3, 1893 |
| William M. Holloway..... | January 3, 1905 |
| William N. Sheats..... | January 7, 1913 |

STATE BOARD OF EDUCATION.

Ex-Officio.

| | |
|-------------------------------|--|
| Park Trammell, President..... | Governor |
| H. Clay Crawford..... | Secretary of State |
| J. C. Luning..... | State Treasurer |
| T. F. West..... | Attorney General |
| Wm. N. Sheats, Secretary..... | |
| ..... | State Superintendent of Public Instruction |

PRESENT COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION, STATE OF FLORIDA.

(THEIR TERMS EXPIRE JANUARY, 1917)

| Counties. | Superintendents. | Post Office. |
|------------------|-------------------------|--------------------|
| Alachua | J. L. Kelley..... | Gainesville |
| Baker | W. A. Dopson..... | Macclenny |
| Bay | E. L. Brigman..... | Panama City |
| Bradford | F. G. Schell..... | Lake Butler |
| Brevard | E. E. Macey..... | Eau Gallie |
| Calhoun | J. Flake Durham..... | Blountstown |
| Citrus | R. L. Turner..... | Inverness |
| Clay | W. H. Biggs..... | Green Cove Springs |
| Columbia | J. W. Burns..... | Lake City |
| Dade | R. E. Hall..... | Miami |
| DeSoto | J. O. Bickley..... | Arcadia |
| Duval | F. A. Hathaway..... | Jacksonville |
| Escambia | A. S. Edwards..... | Pensacola |
| Franklin | A. A. Core..... | Apalachicola |
| Gadsden | Chas. H. Gray..... | Quincy |
| Hamilton | J. A. Jackson..... | Jasper |
| Hernando | W. A. Thaxton..... | Brooksville |
| Hillsboro | Marshall Moore..... | Tampa |
| Holmes | T. J. McDade..... | Bonifay |
| Jackson | Charles B. King..... | Marianna |
| Jefferson | S. H. Taylor..... | Monticello |
| Lafayette | G. N. Trawick..... | Mayo |
| Lake | W. T. Kennedy..... | Umatilla |
| Lee | Jcseph W. Sherrill..... | Fort Myers |
| Leon | H. H. Isler..... | Tallahassee |
| Levy | Thomas W. Price..... | Bronson |
| Liberty | J. E. Roberts..... | Bristol |
| Madison | G. W. Tedder..... | Madison |
| Manatee | W. M. Rowlett..... | Bradentown |
| Marion | J. H. Brinson..... | Ocala |
| Monroe | Virgil S. Lowe..... | Key West |
| Nassau | L. L. Owens..... | Fernandina |
| Orange | J. F. McKinnon..... | Orlando |
| Osceola | C. E. Yowell..... | Kissimmee |
| Palm Beach..... | H. W. Lewis..... | West Palm Beach |
| Pasco | J. W. Sanders..... | Dade City |
| Pinellas | Dixie M. Hollins..... | Clearwater |
| Polk | Chester A. Parker..... | Bartow |
| Putnam | J. D. Cottingham..... | Palatka |
| Santa Rosa..... | J. T. Diamond..... | Milton |
| Seminole | D. L. Thrasher..... | Sanford |
| St. Johns | D. D. Corbett..... | St. Augustine |
| St. Lucie..... | J. W. Hodge..... | Viking |
| Sumter | G. H. Tompkins..... | Wildwood |
| Suwannee | J. W. O'Hara..... | Live Oak |
| Taylor | Festus S. Jackson..... | Perry |
| Volusia | C. R. M. Sheppard..... | DeLand |
| Wakulla | C. K. Allen..... | Sopchoppy |
| Walton | D. N. Trotman..... | DeFuniak Springs |
| Washington | W. T. Horne..... | Vernon |

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LETTER OF TRANSMITTAL.

Department of Public Instruction,
Tallahassee, Florida, July 1st, 1914.

*To His Excellency,
Park Trammell,
Governor of Florida.*

Sir:—In compliance with Section 27, Article IV, of the Constitution of the State, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years beginning July 1st, 1912, and ending June 30th, 1914.

Yours obediently,

W. N. SHEATS,
State Superintendent of Public
Instruction

Report of the Forty-Fifth and Forty-Sixth Years of the Public Schools of the State of Florida.

INTRODUCTION.

This Report is presented with more than the usual degree of pride, for it was thought some years ago that the high-water mark in educational progress had been reached in this State, but marked progress is still reported. It has never been claimed by one acquainted with educational conditions in all the States that Florida ranked by any means among the best, but it has long been held that this State, counting *progress* alone, stood head, at least, near the head. So when the general showing in this report clearly indicates greater advancement has been made, on all material lines, for the past two years than during any bi-ennium since the inauguration of the public school system forty-four years ago, a feeling of pride at the exhibit made in this report seems pardonable.

This No Place for Details.—If this were the proper place in this introduction, for the presentation of the facts substantiating the claim, that the past two years have been the best in educational history of the State, the data upon which the claim is based would be given in detail. But it would be out of place here and is not succinctly presented with such intent anywhere within the purview of this report, yet the truth is proclaimed in all the statistical facts presented, and the same may be read between the lines of all reporting any matters in this volume. Progress, healthy progress, is emblazoned upon every phase of the public schools.

Relish for Report-Making Lost.—The chief interest of State reports is to furnish reliable data as a basis

for wise legislation. But it is honestly confessed that, having so often witnessed educational reports, which had cost months and months of arduous labor and painful research, cast aside without even casual investigation by those for whom they were chiefly intended, the relish for report making is almost lost. The usual consideration, then, awarded reports forces the feeling that they are superfluous—love's labor lost—and that facts and expert information are neither desired nor needed for school legislation.

Labor and Reliability.—Despite the dampening effect of the usual reception accorded educational reports, untold exhaustive labor has been expended upon this report to make it reliable and worthy of the credence of those for whom it is especially designed. No one without experience in making a State educational report has any conception of the amount of arduous and exhaustive labor such a presentation of facts entails. A County Superintendent's report is necessarily lengthy and full of details, all together they make a voluminous pile, each one must be gone through separately and the particular items contained therein culled out and tabulated upon every conceivable thing having any relation to a school from the population of the State by races to the number of school buildings, their contents and value. It has become a *stock* claim in each recurring report expressed in about the following language: "This is the completest and most reliable presentation of all facts relating to the schools that has ever been issued from the Department of Education." Such claim is made for this report, and it is really believed to be true by one who has been responsible for a majority of the reports yet made by the Department. He knows the efforts made to obtain the absolute facts, the nature of the county reports from which they were gathered, and the extreme care and precision employed in collating them, hence the claim is based on knowledge of facts. Yet the claim of *reliability* is for the report as a

whole, its summary statements, for truth compels the admission that the reports from a few counties are entitled to acceptance only as an approximation of facts, and these, of course, must be interwoven into the general facts presented.

Best Guide for Legislative Action.—Notwithstanding the admission that much of the statistical data is only a close approximation to absolute facts, yet they furnish the best information obtainable as a basis for legislative action. These, with the suggestions and recommendations contained in this volume from leading teachers, county school officers, and other experienced and expert sources, furnish sufficient data for wise legislation for the promotion of educational progress.

Off-Hand Legislation.—There would be no off-hand legislation under the inspiration of those who have not investigated, if all realized how small are the chances for the ignorant and half-educated to win any of the *capital prizes* in life in competition with those enjoying the best educational advantages. Every patriot statesman would seek to inform himself and seek to enact such laws as would insure to the youth of his own State equal chances with those reared any where, if he knew real conditions.. No less an authority than Thomas Jefferson said: "Preach a crusade against ignorance; establish and improve the law for educating its common people." He also said: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." The statesman desirous of legislating wisely will investigate the educational reports of his own State and the reports of the Commissioner of Education of the United States, which present in brief and convenient form the comparative statistics of all the States, as well as the chief excellencies of the educational systems of all of the leading enlightened countries of the world. What a wealth of information is available for legislators, filled with a burn-

ing desire to give to the youth of their own State equal chances with the most favored in the world!

Plan of This Report.—The subject-matter and plan of this report is outlined in the Table of Contents *occurring on previous pages*. It is composed of XIII Chapters. It is not necessary to make repetition here. Suffice it to say, that by consulting the outline recorded there and consulting the proper Chapter, almost any fact desired to be known may be found in the shape desired, or readily found by comparing related facts given, pertaining to any individual county, or the State as a whole. The title of every Chapter shows of what it treats, and the Introduction to most Chapters by the State Superintendent further explains the subject of which it treats, and sometimes explains why such facts are made a part of his report.

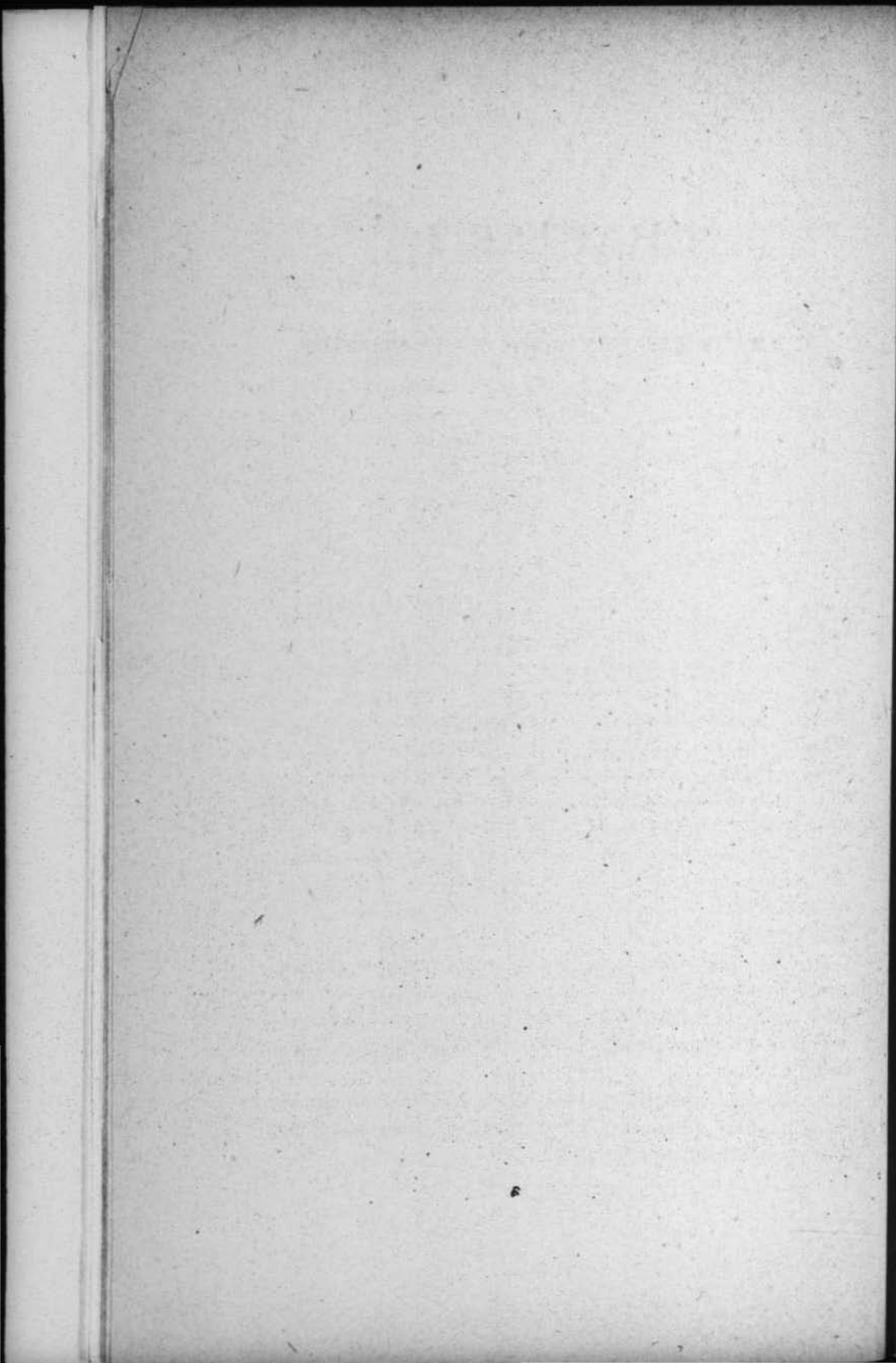
Educational Outlook Gratifying.—The most gratifying outlook for the future progress of public schools of the State is evidenced in the manifest growing professional spirit in the teachers as a body, in the awakening interest in county school officers, and more than both of these, in the interest in public education developing in the masses, which is proven by the readiness with which they are voting district taxes and school bonds upon themselves for better schools and better school buildings and equipment.

Since the adoption of the Constitutional Amendment in November, 1912, authorizing school district bonds, and the enactment of the Legislature in 1913, making the constitutional provision operative and authorizing a school district levy of 5 mills to float and retire these bonds, scarcely eighteen months has intervened, yet in that brief time school districts in both country and towns have already voted bonds in the aggregate of a full *One Million Dollars* in a State with less than a million population. This bespeaks an interest in education without a parallel in any of the Southern States. The further fact, that elections are now pending and bid fair to carry, which con-

template levying over a *Million Dollars* more for educational advancement, the two together, bespeak an interest in education never witnessed in any State of similar wealth and population in the United States.

It is not claimed that Florida is now leading all the States, but with the present enthusiasm and progress at work, the time may not be far distant when she may be standing educationally abreast of the best and oldest States in public education. Consider this in connection with the fact that the public school system of this State is scarcely forty-four years old, which did not really amount to a school system until after the State Constitutional Convention of 1885—thirty years ago—while many of the States had a well developed public school system while the territory of Florida still belonged to Spain! It then appears that the statement, "Outlook is Gratifying," is verified, and that there are grounds for saying, "This report is presented with more than the usual degree of pride."

Conclusion.—"This report is presented with the sincere hope that the time, labor and cost of its preparation will be fully compensated for by the consideration of such measures as will secure the best development of our educational system."—*Sheats in Report of 1902.*



CHAPTER I.

SUMMARY AND COMPARATIVE STATISTICS.

INTRODUCTION.

Since the claim of great progress is made in the development of the school system of the State, and this growth is not made apparent by comparing the statistics of any two consecutive years, it is proposed to put in contrast the summary statistics, as far as the comparison can be made for the older statistics are not as complete as later ones, for the years 1894, 1904 and 1914, embracing a period of two decades, or 20 years.

A school year embraces halves of two calendar years, beginning July 1st of one year and closing with June 30th of the following year. In the interest of brevity a school year is designated here by the latter half of the calendar year; for example, the school year 1893-94 is made up of the last 6 months of 1893 and the first 6 months of 1894, and so with the other two dates used.

The term *summary statistics* means simply the totals of the county statistics, or the statistics for the whole State, as are shown in the Tables in Chapters III and IV of this report.

The State statistics are also brought forward and separately recorded here for the convenience of those who may wish to know facts pertaining to the State as a whole and have no use for similar facts pertaining to any individual county.

It happens that the present State Superintendent was in office and made each of the reports from which the following statistics are taken.

SUMMARY AND COMPARATIVE STATISTICS

PART I—RELATING TO SCHOOLS

Total Population—

| | 1894. | 1904. | 1914. |
|--|----------|----------|----------|
| Both Races..... | *464,639 | †598,000 | †869,230 |
| White | 271,561 | 345,240 | 533,060 |
| Negro | 193,078 | 252,760 | 336,170 |
| *State Census of 1895. †Estimated from previous U. S. Census and school enrollment of that year. | | | |

School Population (6 to 21)—

| | 1894. | 1904. | 1914. |
|--|----------|----------|----------|
| Both Races..... | *152,598 | *182,600 | *275,310 |
| White | 86,196 | 106,305 | 166,280 |
| Negro | 66,402 | 76,295 | 109,030 |
| *Estimated from U. S. Census and school enrollment of that year. | | | |

Number of Schools Taught—

| | 1894. | 1904. | 1914. |
|-----------------|-------|-------|-------|
| Both Races..... | 2,404 | 2,366 | 2,769 |
| White | 1,775 | 1,722 | 1,987 |
| Negro | 629 | 644 | 782 |

The above are statistics of no special value, since the continued policy has been to consolidate schools and transport pupils. It is sufficient to say that there are scarcely any children in the State not within reach of a school if their parents desired to send them. It is hoped a compulsory law will pass the next Legislature compelling all to go.

Total School Enrollment—

| | 1894. | 1904. | 1914. |
|--------------------|--------|---------|---------|
| Both races..... | 96,775 | 122,636 | 177,154 |
| White | 59,503 | 76,068 | 117,384 |
| Negro | 37,272 | 46,568 | 59,770 |
| White Males..... | 30,660 | 38,720 | 59,142 |
| White Females..... | 28,843 | 37,348 | 58,242 |
| Negro Males..... | 17,591 | 21,682 | 27,378 |
| Negro Females..... | 19,681 | 24,886 | 32,392 |

Average Daily Attendance—

| | 1894. | 1904. | 1914. |
|--------------------|--------|--------|---------|
| Both Races..... | 64,138 | 83,631 | 126,565 |
| White | 38,752 | 51,293 | 82,556 |
| Negro | 25,386 | 32,338 | 44,009 |
| White Males..... | 25,582 | 25,582 | 40,765 |
| White Females..... | 25,711 | 25,711 | 41,791 |
| Negro Males..... | 14,882 | 14,882 | 19,709 |
| Negro Females..... | 17,456 | 17,456 | 24,300 |

Aggregate Days' Schooling Given—

| | 1894. | 1904. | 1914. |
|-----------------|-----------|-----------|------------|
| Both Races..... | 6,248,118 | 9,053,731 | 15,558,604 |
| White | 3,836,448 | 5,970,627 | 11,238,546 |
| Negro | 2,411,670 | 3,083,104 | 4,320,058 |

Average Length of School Term in Days—

| | | | |
|-----------------|----|-----|-----|
| Both Races..... | 97 | 108 | 123 |
| White | 99 | 116 | 136 |
| Negro | 95 | 95 | 98 |

PART II—RELATING TO PUPILS

Percentage of All Youth (6 to 21) Enrolled—

| | 1894. | 1904. | 1914. |
|------------------|-------|-------|-------|
| Both Races | 63 | 67 | 64 |
| White | 69 | 72 | 71 |
| Negro | 56 | 61 | 55 |

Percentage of Enrolled in Daily Attendance—

| | | | |
|-----------------|----|----|----|
| Both Races..... | 66 | 68 | 71 |
| White | 65 | 67 | 70 |
| Negro | 68 | 69 | 74 |

Average Number of Youth for Each School—

| | | | |
|------------------|-----|-----|-----|
| Both Races | 63 | 77 | 99 |
| White | 48 | 62 | 84 |
| Negro | 106 | 118 | 139 |

Average Enrollment for Each School—

| | | | |
|------------------|----|----|----|
| Both Races | 40 | 52 | 64 |
| White | 34 | 44 | 59 |
| Negro | 59 | 62 | 77 |

Average Daily Attendance for Each School—

| | | | |
|------------------|----|----|----|
| Both Races | 27 | 35 | 46 |
| White | 22 | 30 | 42 |
| Negro | 40 | 50 | 56 |

Average Days' Schooling Given for Every Youth—

| | | | |
|------------------|----|----|----|
| Both Races | 41 | 50 | 57 |
| White | 44 | 56 | 68 |
| Negro | 36 | 40 | 40 |

Educational Status of Youth Enrolled—

| | | | |
|----------------------|---|--------|--------|
| Total in Chart | † | 16,248 | 25,601 |
| White | | 6,594 | 12,222 |
| Negro | | 9,654 | 13,379 |

Educational Status of Youth Enrolled (continued)—

| | 1894. | 1904. | 1914. |
|------------------------------|--------|---------|--------|
| Total in First Grade..... | 23,172 | 28,172 | 28,451 |
| White | 11,690 | 11,690 | 17,243 |
| Negro | 11,482 | 11,482 | 11,208 |
| Total in Second Grade..... | 19,092 | 19,092 | 23,003 |
| White | 10,521 | 10,521 | 14,425 |
| Negro | 8,571 | 8,571 | 8,578 |
| Total in Third Grade..... | 18,420 | 18,420 | 21,706 |
| White | 10,767 | 10,767 | 14,555 |
| Negro | 7,653 | 7,653 | 7,151 |
| Total in Fourth Grade..... | 17,580 | 17,580 | 19,897 |
| White | 12,091 | 12,091 | 14,290 |
| Negro | 5,489 | 5,489 | 5,607 |
| Total in Fifth Grade..... | 13,815 | 13,815 | 16,272 |
| White | 10,457 | 10,457 | 12,379 |
| Negro | 3,358 | 3,358 | 3,893 |
| Total in Sixth Grade..... | ..... | ..... | 12,087 |
| White ..... | ..... | ..... | 10,074 |
| Negro ..... | ..... | ..... | 2,013 |
| Total in Seventh Grade..... | ..... | ..... | 8,854 |
| White ..... | ..... | ..... | 7,959 |
| Negro ..... | ..... | ..... | 895 |
| Total in Eighth Grade..... | ..... | ..... | 7,506 |
| White ..... | ..... | ..... | 6,874 |
| Negro ..... | ..... | ..... | 632 |
| Total in Ninth Grade..... | ..... | ..... | 3,760 |
| White ..... | ..... | ..... | 3,470 |
| Negro ..... | ..... | ..... | 290 |
| Total in Tenth Grade..... | ..... | ..... | 2,133 |
| White ..... | ..... | ..... | 1,930 |
| Negro ..... | ..... | ..... | 203 |
| Total in Eleventh Grade..... | ..... | ..... | 1,137 |
| White ..... | ..... | ..... | 1,032 |
| Negro ..... | ..... | ..... | 105 |
| Total in Twelfth Grade..... | ..... | *15,810 | 632 |
| White ..... | ..... | *13,864 | 582 |
| Negro ..... | ..... | *1,946 | 50 |

*Totals from Sixth to Twelfth Grades (inclusive) all classed in "Higher Branches" at that date. †Not given at that date.

PART III—RELATING TO TEACHERS

Number of Teachers' Positions Filled—

| | 1894. | 1904. | 1914. |
|--------------------|-------|-------|-------|
| Both Races | 2,923 | 3,363 | 5,524 |
| White | 2,151 | 2,487 | 4,243 |
| Negro | 772 | 876 | 1,281 |
| White Males..... | 904 | ..... | ..... |
| White Females..... | 1,247 | ..... | ..... |

Number of Teachers' Positions Filled (continued)—

| | 1894. | 1904. | 1914. |
|--------------------|-------|-------|-------|
| Negro Males..... | 390 | ..... | ..... |
| Negro Females..... | 382 | ..... | ..... |

Average Number of Youth per Teacher—

| | | | |
|-----------------|----|----|----|
| Both Races..... | 52 | 54 | 50 |
| White | 40 | 43 | 39 |
| Negro | 86 | 87 | 85 |

Average Enrollment per Teacher—

| | | | |
|-----------------|----|----|----|
| Both Races..... | 33 | 36 | 32 |
| White | 28 | 31 | 27 |
| Negro | 48 | 53 | 47 |

Average Daily Attendance per Teacher—

| | | | |
|-----------------|----|----|----|
| Both Races..... | 22 | 25 | 23 |
| White | 18 | 21 | 19 |
| Negro | 33 | 37 | 35 |

Number of Different Teachers Employed—

| | | | |
|--------------------|-------|-------|-------|
| Both Races..... | 2,923 | 2,925 | 4,882 |
| White | 2,151 | 2,205 | 3,823 |
| Negro | 772 | 720 | 1,059 |
| White Males..... | 904 | 647 | 837 |
| White Females..... | 1,247 | 1,558 | 2,986 |
| Negro Males | 390 | 284 | 237 |
| Negro Females..... | 382 | 436 | 822 |

Certificates Held by Teachers Employed—

| | | | |
|-----------------------------|-------|-------|-------|
| Total Life State | ** | ** | 49 |
| White | | | 49 |
| Negro | | | |
| Total State..... | 7 | | 55 |
| White | 7 | | 55 |
| Negro | | | |
| Total Special..... | | | 46 |
| White | | | 46 |
| Negro | | | |
| Total Life Primary..... | 20 | | 49 |
| White Females..... | 20 | | 49 |
| Total Primary | | | 92 |
| White Females | | | 92 |
| Total Life First Grade..... | | | 103 |
| White | | *68 | 88 |
| Negro | | *23 | 15 |
| Total First Grade..... | 280 | 738 | 1,181 |
| White | | 675 | 1,099 |
| Negro | | 63 | 82 |
| Total Second Grade..... | 1,209 | 1,225 | 1,947 |
| White | | 962 | 1,501 |

Certificates Held by Teachers Employed (continued)—

| | 1894. | 1904. | 1914. |
|------------------------|-------|-------|-------|
| Negro | | 263 | 446 |
| Total Third Grade..... | 1,340 | 828 | 1,201 |
| White | | 485 | 725 |
| Negro | | 343 | 476 |
| Total Temporary..... | | | 118 |
| White | | | 129 |
| Negro | | | 49 |

*Totals by races of all the Certificates above, not classified.

**Blanks indicate no data or no such Certificate then.

Result of Uniform Examinations—

| | 1894. | 1904. | 1914. |
|--|-------|-------|-------|
| Total Number of Examinees | | 1,849 | 3,260 |
| White | | 1,154 | 2,253 |
| Negro | | 695 | 1,007 |
| Total Failing to Pass..... | | 435 | 1,176 |
| White | | 190 | 612 |
| Negro | | 245 | 564 |
| Total First Grade Certificates | | | |
| Issued | 280 | 215 | 329 |
| White Males | | 63 | 119 |
| White Females..... | | 121 | 202 |
| Negro Males | | 11 | 5 |
| Negro Females | | 20 | 3 |
| Total Second Grade Certificates Issued | 1,209 | 621 | 718 |
| White Males | | 106 | 134 |
| White Females | | 345 | 478 |
| Negro Males | | 52 | 18 |
| Negro Females | | 118 | 88 |
| Total Third Grade Certificates Issued | 1,340 | 578 | 1,037 |
| White Males | | 83 | 170 |
| White Females | | 246 | 538 |
| Negro Males | | 86 | 44 |
| Negro Females | | 163 | 285 |

Other Facts Relative to Teachers Employed—

| | | | |
|---------------------------|-----|------|------|
| Total Graduates of Normal | | | |
| Schools | | *431 | *936 |
| White | | 331 | 724 |
| Negro | | 100 | 212 |
| White Males | | 123 | 173 |
| White Females | | 208 | 551 |
| Negro Males | | 31 | 50 |
| Negro Females | | 69 | 162 |
| Total Attending Summer | | | |
| Schools | 933 | 546 | 988 |
| White | 505 | 444 | 844 |
| Negro | 428 | 102 | 144 |
| White Males | | 137 | 162 |

Other Facts Relative to Teachers Employed (continued)—

| | 1894. | 1904. | 1914. |
|------------------------------|-------|-------|-------|
| White Females | | 307 | 682 |
| Negro Males | | 32 | 29 |
| Negro Females | | 70 | 115 |
| Total Attending Teachers' | | | |
| Associations | 300 | 327 | 542 |
| White | ‡300 | 226 | 453 |
| Negro | | 101 | 89 |
| Total Taking Educational | | | |
| Journals | | 1,471 | 2,048 |
| White | | 1,113 | 1,628 |
| Negro | | 358 | 420 |
| Total Non-Resident Teachers. | | 715 | 1,431 |
| White | | 587 | 1,187 |
| Negro | | 118 | 244 |
| Of County Where Taught... | | 498 | 1,101 |
| White | | 384 | 863 |
| Negro | | 114 | 238 |
| Of the State..... | | 89 | 330 |
| White | | 85 | 324 |
| Negro | | 4 | 6 |

*Evidently not so many full Normal Graduates; attendance at Summer Schools and little so-called "County Normals" counted. ‡Estimated.

Average Age of Teachers—

| | 1894. | 1904. | 1914. |
|---------------------|-------|-------|-------|
| All Teachers | | 29 | 27 |
| White Males | | 29 | 30 |
| White Females | | 27 | 25 |
| Negro Males | | 31 | 36 |
| Negro Females | | 26 | 25 |

Average Experience of Teachers in Months—

| | | |
|---------------------|----|----|
| All Teachers | 46 | 47 |
| White Males | 47 | 55 |
| White Females | 35 | 35 |
| Negro Males | 68 | 97 |
| Negro Females | 54 | 43 |

Percentage of Male Teachers—

| | | | |
|------------------|----|----|----|
| Both Races | 44 | 32 | 22 |
| White | 42 | 29 | 22 |
| Negro | 51 | 39 | 22 |

Aggregate Salaries Paid Teachers—

| | | | |
|---------------------|-----------|-----------|-------------|
| *All Teachers | \$503,368 | \$675,146 | \$1,644,481 |
| White Males | 171,995 | 180,124 | 388,149 |
| White Females | 219,368 | 380,880 | 1,064,343 |
| Negro Males | 57,434 | 45,198 | 50,463 |
| Negro Females | 54,569 | 68,943 | 141,524 |

*Cents omitted.

Average Monthly Salaries Paid Teachers—

| | 1894. | 1904. | 1914. |
|---------------------|---------|---------|---------|
| All Teachers | \$34.50 | \$38.49 | \$53.52 |
| White Males | 38.25 | 49.59 | 76.44 |
| White Females | 35.25 | 38.33 | 54.02 |
| Negro Males | 30.00 | 31.37 | 38.91 |
| Negro Females | 28.75 | 27.35 | 30.47 |

Highest Salaries Paid Teachers—

| | | | |
|---------------------|-------|-------|-------|
| *White Males | \$125 | \$187 | \$300 |
| White Females | 60 | 100 | 150 |
| Negro Males | 60 | 90 | 100 |
| Negro Females | 35 | 50 | 50 |

*Cents omitted.

PART IV—RELATING TO FINANCES

Taxation for Schools—

(Constitutional county levy: minimum, 3 mills; maximum, 5 mills, till 1905, subsequently 7 mills.)

| | 1894. | 1904. | 1914. |
|---|-------|-------|-------|
| No. counties levied maximum | 24 | 44 | 47 |
| No. counties levied minimum | 3 | 0 | 0 |
| No. counties levied 4 mills or over | 18 | 1 | 0 |
| No. counties levied 6½ mills. | 0 | 0 | 2 |
| No. counties levied 8½ mills. | 0 | 0 | 1 |
| Total counties | 45 | 45 | 50 |

| | 1894. | 1904. | 1914. |
|--|----------------|---------------|---------------|
| Assessed valuation | *\$103,165,406 | \$111,333,735 | \$233,225,309 |
| One-mill State levy | 103,154 | 111,333 | 233,221 |
| One-mill collected† | 100,874 | 99,013 | 192,107 |
| Total county levies | 479,180 | 553,547 | 1,641,627 |
| Above collected† | 402,344 | 532,876 | 1,516,273 |
| Polls (\$1) collected† | 43,623 | 75,905 | 93,547 |
| No. special tax school districts | | 374 | 727 |
| District taxes levied | | 135,247 | 465,369 |
| District taxes collected† | | 120,880 | 413,994 |
| Total school tax collected.... | \$546,841 | \$828,674 | \$2,216,021 |

*Cents omitted. †Including back taxes.

School Fund Receipts and Sources—

| | 1894. | 1904. | 1914. |
|---------------------------|---------|-----------|-----------|
| Cash on hand* | \$..... | \$131,949 | \$413,747 |
| One-mill apportionment .. | 100,874 | 99,850 | 195,739 |

School Fund Receipts and Sources (continued)—

| | 1894. | 1904. | 1914. |
|----------------------------|-----------|-------------|-------------|
| County taxes | 402,344 | 532,876 | 1,516,273 |
| Poll taxes | 43,623 | 75,905 | 93,647 |
| District taxes | | 120,880 | 413,994 |
| Interest on State fund.... | 35,305 | 30,787 | 53,383 |
| Tuition of non-residents.. | | 1,138 | 2,581 |
| Examination fees | 2,343 | 1,676 | 3,307 |
| Other sources | †130,980 | †83,025 | 80,796 |
| Total receipts | \$740,477 | \$1,078,089 | \$2,773,471 |

*Cents omitted. †Includes \$9,906.60 Fines and Forfeitures, \$15,099.35 Tax Sales Certificate fund, cash on hand, district tax, tuition non-residents. ‡Includes \$42,174.24 Indian War Fund, and \$26,800 State Aid Fund.

Expenditures for School Proper—

| | 1894. | 1904. | 1914. |
|----------------------------|------------|-----------|-------------|
| Salaries of teachers..... | *\$503,367 | \$675,146 | \$1,644,481 |
| School lots | 1,238 | 10,070 | 58,773 |
| New buildings | 7,126 | 61,179 | 236,996 |
| Repairs of buildings | 5,578 | 19,251 | 69,945 |
| Furniture | 6,390 | 15,693 | 32,579 |
| Apparatus | † | 1,840 | 22,168 |
| Insurance | 1,027 | 4,494 | 10,926 |
| Rents | 839 | 1,610 | 2,295 |
| Janitors | 2,717 | 6,835 | 34,663 |
| Fuel | ** | 3,872 | 9,027 |
| Free books | ** | 3,022 | 12,201 |
| Transportation of pupils.. | | 18,016 | 37,320 |
| School incidentals | 10,129 | 14,539 | 94,810 |
| Total expenditures | \$538,414 | \$835,572 | \$2,266,790 |

*Cents omitted. †Included with furniture. **Included with school incidentals.

Expenditures for School Administration—

| | 1894. | 1904. | 1914. |
|---|-----------|----------|----------|
| Salaries of county superintendents | *\$30,157 | \$34,242 | \$71,841 |
| Traveling expenses county superintendents | † | 2,143 | 4,754 |
| School boards, per diem and mileage | 7,998 | 10,052 | 19,137 |
| Incidental expenses, superintendents and boards.. | 4,355 | 5,712 | 25,859 |
| Treasurers' commissions.. | 8,717 | 16,421 | 30,250 |
| Interest on debt and borrowed money | 6,610 | 19,111 | 182,035 |
| Institutes and summer schools | 1,524 | 1,447 | 3,710 |

Expenditures for School Administration (continued)—

| | 1894. | 1904. | 1914. |
|----------------------------------|-----------------|------------------|------------------|
| Undistributed books ..... | ..... | 5,694 | 29,498 |
| Printing ..... | ..... | 2,346 | 5,986 |
| Expenses of examinations | 1,770 | 2,385 | 5,405 |
| Tuition county line pupils ..... | ..... | 763 | 2,709 |
| Other purposes ..... | ..... | 9,154 | 121,355 |
| Total for administration | \$61,132 | \$109,475 | \$502,544 |

*Cents omitted. †Included with salaries.

Summary Expenditure for Schools—

| | 1894. | 1904. | 1914. |
|----------------------------------|------------------|------------------|--------------------|
| Cost of "schools proper" .. | \$538,414 | \$835,572 | \$2,666,790 |
| Cost of "administration" .. | 61,132 | 109,475 | 502,544 |
| Total cost of schools.... | \$599,546 | \$945,047 | \$2,769,335 |

School Warrants Drawn—

| | 1894. | 1904. | 1914. |
|-------------------------------|------------------|--------------------|--------------------|
| Total cost of the schools .. | \$599,546 | \$945,047 | \$2,769,335 |
| Debts and borrowed money .. | 47,628 | 78,325 | 734,243 |
| Total warrants drawn.. | \$647,174 | \$1,023,373 | \$3,503,579 |

Financial Condition of County Boards—

| | 1894. | 1904. | 1914. |
|---|-----------------|------------------|--------------------|
| Indebtedness of county funds | *\$50,385 | \$293,850 | \$1,735,520 |
| Indebtedness of district funds | † | † | 385,784 |
| Total indebtedness of both funds | \$50,385 | \$293,850 | \$2,121,305 |
| Cash on Hand— | | | |
| In county funds | \$86,253 | \$85,160 | \$321,957 |
| In district funds | † | † | 359,489 |
| Total cash on hand..... | \$86,253 | \$207,752 | \$681,447 |
| Net Indebtedness— | | | |
| In county fund of 18 counties | \$..... | \$207,752 | \$..... |
| In county fund of 39 counties ..... | ..... | ..... | 1,475,338 |
| In district fund of 11 counties ..... | ..... | † | 242,428 |
| Total net indebtedness. | \$..... | \$207,752 | \$1,714,766 |

Financial Condition of County Boards (continued)—

| | 1894. | 1904. | 1914. |
|---------------------------------------|---------|----------|-----------|
| Net Cash on Hand— | | | |
| In county fund of 27 counties | \$..... | \$85,160 | \$..... |
| In county fund of 11 counties | | | 61,775 |
| In district fund of 36 counties | | † | \$216,133 |
| Total net cash on hand. \$..... | | \$85,160 | \$277,909 |

*Cents omitted. †County and district funds not separated.

Balance Sheet or Summary Financial Statement—

| | 1894. | 1904. | 1914. |
|---|-----------|-------------|-------------|
| Receipts, excluding borrowed money* | \$740,477 | \$1,078,089 | \$2,773,471 |
| Borrowed money | † | 65,983 | 958,220 |
| Warrants unpaid July 1... .. | 50,385 | 136,918 | 960,394 |
| Total debits | \$790,862 | \$1,280,991 | \$4,692,085 |
| Expenditures, excluding debts | \$647,174 | \$945,047 | \$2,769,335 |
| Debts and old warrants paid | † | 160,783 | 1,241,303 |
| Cash on hand | 86,253 | 175,160 | 681,447 |
| Total credits | \$733,427 | \$1,280,991 | \$4,692,085 |

*Cents omitted. †Not known and balance impossible.

PART V—SCHOOL EXPENDITURES BY RACES AND PER CAPITA

Expenditure for White Schools—

| | 1894. | 1904. | 1914. |
|-----------------------------------|-----------|-----------|-------------|
| *Cost of "schools proper". \$ | † | \$713,406 | \$2,048,348 |
| Pro rata of administration | † | 72,524 | 462,893 |
| Cost of white teachers... | 391,363 | ..... | ..... |
| Total cost of white schools | \$391,363 | \$785,930 | \$2,511,242 |

Expenditure for Negro Schools—

| | 1894. | 1904. | 1914. |
|-------------------------------|-------|-----------|-----------|
| Cost of "schools proper".. \$ | † | \$122,166 | \$218,442 |
| Pro rata of administration | † | 36,950 | 39,651 |

Expenditure for Negro Schools (continued)—

| | 1894. | 1904. | 1914. |
|-----------------------------------|-----------|-----------|-----------|
| Cost of negro teachers.... | 112,004 | ..... | ..... |
| Total cost of negro schools | \$112,004 | \$159,116 | \$258,093 |

*Cents omitted.

Per Capita School Expenditure, Counting Both Races—

| | 1894. | 1904. | 1914. |
|-------------------------------------|--------|--------|--------|
| Per inhabitant | \$1.29 | \$1.58 | \$3.19 |
| Per youth of school age... | 3.93 | 5.18 | 10.06 |
| Per pupil enrolled | 6.20 | 7.71 | 15.69 |
| Per pupil in daily attendance | 9.35 | 11.30 | 21.88 |

Per Capita Expenditure for White Schools—

| | 1894. | 1904. | 1914. |
|---|-------|--------|--------|
| Per white inhabitant | \$ * | \$2.28 | \$4.71 |
| Per white youth of school age | * | 7.39 | 15.10 |
| Per white pupil enrolled .. | * | 10.33 | 21.39 |
| Per white pupil in daily attendance | * | 15.32 | 30.42 |

Per Capita Expenditure for Negro Schools—

| | 1894. | 1904. | 1914. |
|---|-------|--------|--------|
| Per negro inhabitant | \$ * | \$.63 | \$.77 |
| Per negro youth of school age | * | 2.09 | 2.37 |
| Per negro pupil enrolled... | * | 3.42 | 4.32 |
| Per negro pupil in daily attendance | * | 4.92 | 5.86 |

*Items of cost not separated to find cost by races.

Per Capita Cost of All Teachers, Counting Both Races—

| | 1894. | 1904. | 1914. |
|-------------------------------------|--------|--------|--------|
| Per inhabitant | \$1.08 | \$1.13 | \$1.89 |
| Per youth of school age.. | 3.20 | 3.70 | 5.97 |
| Per pupil enrolled | 5.20 | 5.51 | 9.28 |
| Per pupil in daily attendance | 7.85 | 8.07 | 12.99 |

Per Capita Cost of White Teachers—

| | 1894. | 1904. | 1914. |
|-------------------------------------|--------|--------|--------|
| Per white inhabitant | \$1.44 | \$1.63 | \$2.72 |
| Per white youth of school age | 4.54 | 5.28 | 8.74 |

Per Capita Cost of White Teachers (continued)—

| | 1894. | 1904. | 1914. |
|---|-------|-------|-------|
| Per white pupil enrolled .. | 6.58 | 7.38 | 12.37 |
| Per white pupil in daily attendance | 10.10 | 10.94 | 17.59 |

Per Capita Cost of Negro Teachers—

| | 1894. | 1904. | 1914. |
|---|--------|--------|--------|
| Per negro inhabitant | \$.58 | \$.45 | \$.57 |
| Per negro youth of school age | 1.69 | 1.50 | 1.76 |
| Per negro pupil enrolled .. | 3.00 | 2.45 | 3.21 |
| Per negro pupil in daily attendance | 4.41 | 3.53 | 4.36 |

One Mill Tax Apportionment—

| | 1894. | 1904. | 1914. |
|---|--------|---------|---------|
| Largest receipt for \$1 paid (Leon) | \$3.42 | \$..... | \$..... |
| Largest receipt for \$1 paid (Columbia) ..... | ..... | 3.84 | ..... |
| Largest receipt for \$1 paid (Wakulla) ..... | ..... | ..... | 5.96 |
| Smallest receipt for \$1 paid (Dade) | .14 | .38 | ..... |
| Smallest receipt for \$1 paid (St. Lucie) ..... | ..... | ..... | .37 |

Facts Relating to County Superintendents—

| | 1894. | 1904. | 1914. |
|--|------------|-----------|------------|
| Visits one hour or more long— | | | |
| To white schools | * | 2,226 | 3,089 |
| To negro schools | * | 650 | 561 |
| Average salary | \$ †670.16 | \$ 760.95 | \$1,436.82 |
| Highest salary (Hillsboro county) | 1,750.00 | 1,800.00 | 3,000.00 |
| Smallest salary (Franklin county) | 80.00 | ..... | ..... |
| Smallest salary (Liberty county) ..... | ..... | 220.00 | ..... |
| Smallest salary (Franklin and Wakulla counties) .. | ..... | ..... | 600.00 |
| Highest salary with traveling expenses (Hillsboro) | † | 2,100.00 | 3,514.70 |
| Largest traveling expense (Duval) | † | 308.35 | ..... |
| Largest traveling expense (DeSoto) ..... | † | ..... | 589.90 |
| Smallest traveling expense (Marion) | † | 2.30 | ..... |

Facts Relating to County Superintendents (continued)—

| | 1894. | 1904. | 1914. |
|--|-------|-------|--------|
| Smallest traveling expense (Franklin) ..... | † | ..... | 2.60 |
| Average cost of traveling expense in 25 counties paying them | † | 85.75 | ..... |
| Average of 33 counties paying them ..... | † | ..... | 144.06 |
| Average per cent salaries of county superintendents is of all teachers.. | 6% | 5% | 4.4% |
| Highest per cent (Lee)... .. | 13.3% | ..... | ..... |
| Highest per cent (Lafayette) ..... | ..... | 15.4% | ..... |
| Highest per cent (Liberty) ..... | ..... | ..... | 10.7% |
| Lowest per cent (Franklin) | 2.9% | ..... | ..... |
| Lowest per cent (Duval).. .. | ..... | 2.5% | 1.9% |
| *Visits not reported in 1894. †Traveling expense included. | | | |

PART VI—SCHOOL PROPERTY AND VALUE

Total School Buildings—

| | 1894. | 1904. | 1914. |
|---------------------------------------|-------|--------|---------|
| Both races | 2,051 | 2,412 | 2,628 |
| For whites ..... | ..... | 1,773 | 1,966 |
| For negroes ..... | ..... | 639 | 662 |
| Total concrete ..... | ..... | ..... | 26 |
| For whites ..... | ..... | ..... | 26 |
| For negroes ..... | ..... | ..... | ..... |
| Total brick | 7 | 26 | 79 |
| For whites | 7 | 25 | 77 |
| For negroes ..... | ..... | 1 | 2 |
| Total frame | 1,590 | 2,258 | 2,519 |
| For whites ..... | ..... | 1,645 | 1,859 |
| For negroes ..... | ..... | 613 | 660 |
| Total log | 454 | 128 | 4 |
| For white ..... | ..... | 103 | 4 |
| For negroes ..... | ..... | 25 | ..... |
| Total rooms in school buildings ..... | ..... | 3,450 | 5,024 |
| For whites ..... | ..... | 2,602 | 3,928 |
| For negroes ..... | ..... | 848 | 1,096 |
| Total patent desks | 423 | 40,069 | 106,540 |

Total School Buildings (continued)—

| | 1894. | 1904. | 1914. |
|---------------------------------------|-------|--------|--------|
| Double desks | | 28,008 | 39,938 |
| Single desks | | 12,061 | 66,602 |
| Double for whites | | 22,586 | 31,201 |
| Double for negroes | | 5,422 | 8,737 |
| Single for whites | | 11,110 | 63,219 |
| Single for negroes | | 951 | 3,383 |
| Total square yards black-boards | | 36,107 | 59,985 |
| For whites | | 27,844 | 51,559 |
| For negroes | | 8,263 | 8,426 |

Value of School Property—

| | 1894. | 1904. | 1914. |
|------------------------|-----------|-------------|-------------|
| School lots | \$85,216 | \$165,043 | \$899,516 |
| For whites | * | 140,465 | 813,231 |
| For negroes | * | 24,578 | 86,285 |
| School houses | 383,807 | 773,952 | 3,417,403 |
| For whites | * | 681,026 | 3,174,143 |
| For negroes | * | 92,926 | 243,260 |
| School furniture | 89,063 | 150,256 | 399,413 |
| For whites | * | 131,375 | 363,192 |
| For negroes | * | 18,881 | 36,221 |
| School apparatus | † | 43,284 | 92,060 |
| For whites | † | 37,851 | 87,527 |
| For negroes | † | 5,433 | 4,533 |
| Total value of all.... | \$558,086 | \$1,132,535 | \$4,808,392 |

*Not separated. †Included with furniture.

Present Value of School Buildings and Lots—

| | |
|---|-------------|
| For whites | \$3,987,374 |
| For negroes | 329,545 |
| Total value of buildings and lots | \$4,316,919 |

Present Value of Furniture and Apparatus—

| | |
|--|-----------|
| For whites | \$450,719 |
| For negroes | 40,754 |
| Total value of furniture and apparatus | \$491,473 |

Present value of all school property.....\$4,808,392

OBSERVATIONS AND OTHER COMPARATIVE STATISTICS.

Continued progress is indicated by the foregoing statistics, but lest they be misleading and create the impression existing in the minds of many that the public schools of Florida are leading the whole country and cause relaxation in efforts to continue this progress, it is necessary that other comparative statistics be introduced in this connection. Certain prominent public speakers, who are in position to know better, have frequently been heard to say that Florida was making more liberal provisions for her public schools than any State in the Union, and that her schools were as good as could be found anywhere. In the interest of truth, and to prevent such impressions from working to the injury of our school system, comparative statistics on a few material lines are presented in this same Chapter, with a view of dispelling such erroneous notions by showing the real comparative standing of Florida, educationally, with the leading States of our common country.

Total Population and School Population.—It will be observed that the statistics used under these heads are not those recorded in the United States Census, it having been found that all percentages and facts based upon past census records become more unreliable as they recede from the census year. In order to overcome exaggerations and under-valuations, it has been found necessary to follow the example of the Commissioner of Education of the United States and make a careful estimated census of the total population and of the school population of the State. Facts based upon an estimated census are found to be more reliable than when census records have been employed. In the foregoing comparative statistics on this subject both the State population and the school population for each year was estimated by considering past United States censuses and the actual school enrollment

of the previous year; hence, the data based thereon is very nearly correct.

But Few Observations Necessary.—It is not necessary to discuss but a few of the foregoing totals in order to dispel any erroneous notions existing in regard to Florida's educational status, as compared with other States. The showings made on many subjects showed very little beyond giving information on matters not material in determining the rank and value of the State in matters of education.

The total population, the school population, the school enrollment, the number of teacher positions filled, and many other facts, show an increase in twenty years in the neighborhood of 80 per cent, all of which argues that the growth has been normal in all of these lines and has kept pace with the increase of population and may be passed aside without any extended remarks upon such facts.

Number of Schools.—The increase in the number of schools in the two decades has been only 11 per cent, but when that fact is considered in connection with the showing of the total number of educable youth attending school, the actual number enrolled, and the average daily attendance, this small increase becomes a matter of no consequence. The percentages show that the education of the youth is as well, or better, provided for, as when the number of schools were greater in proportion to school population. As before explained, the policy of consolidating schools has been advocated and actually done. In fact, it is believed that consolidation might be carried much farther, if wisely done, and the schools would be made more efficient in proportion thereto. If the statutory *three-mile limit* for the location of schools was observed there would not be existing more than 1,650 schools for whites within the State, so there need be no alarm if the number of schools has not increased in proportion to the increase in

population. Larger schools and better schools have been the result.

Average Number of Youth Per Teacher.—There has been but slight change in the average number of youth, counting the total school population, within twenty years. Twenty years ago there were reported 52 educable youth for every teacher; at the close of that period there were 50, counting both races, and only 39 for every white teacher. But it is observed that an average of only 65 in every 100 of those actually enrolled in the schools, this gives an average of only 32 pupils enrolled for every teacher in the State. The average daily attendance per teacher, were it possible to give each one his just proportion, would be only 23, counting both races, 19 counting whites alone. This shows that the teaching force is ample for all the pupils of the State.

Enrollment and Average Daily Attendance.—The percentages of enrollment and average daily attendance have been shown to be normal during these twenty years, and are a little above the averages in other States like Florida, having no compulsory attendance law. The State is doing its duty toward the youth who attend the schools.

In order to dispel the error of those who think Florida is leading all the States educationally, and to make an argument in favor of the adoption of a compulsory attendance law, some statistics are introduced here, showing how this State compares with the great divisions of the United States, and with ten of the other States in the matter of school enrollment and average daily attendance.

The enrollment in the schools of Florida for the year 1914 shows an average of 64 in every 100 of the youth between 6 and 21 years of age, 71 in 100 of the white youth, and 55 of the negro youth. The average per cent of these attending school regularly was only 71 in 100 enrolled, counting both races, 70 of the whites, and 74 of the negroes. (It is not believed that four more negroes

attended school regularly every day than white children, but this showing is due to the fact that negro schools are not closely looked after by county school officials, and they have a facility and mania for making big reports. It is by no means believed that negro children attend school more regularly than the whites, as has been recorded in State reports for several years.)

The report of the Commissioner of Education of the United States for the schools of 1912 (the latest data obtainable) shows the enrollment for the whole United States to be 72.25 per cent. For the different sections of the United States as follows:

North Atlantic Division, 65.5 in 100, or 65.5%; North Central Division, 76.17; South Atlantic Division, which includes Florida, 68.15; South Central Division (all Southern States) 71.19; Western Division, 81.09. Taking these general divisions alone the percentage of enrollment in Florida is very creditable for the whites, above the average per cent in the general division to which she belongs. But to bring out the fact prominently, and possibly demonstrate the necessity of a compulsory attendance law, there is given below the percentages of enrollment of ten States each, showing the highest and lowest percentages of school enrollment. All of the ten States showing the highest enrollment have compulsory laws except one; all of the States showing the lowest percentage in every 100 school youth enrolled are not compulsory attendance States. To complete the number of ten States in the last showing there are only three of the six non-compulsory attendance States.

PERCENTAGES OF SCHOOL ENROLLMENT OF 20 STATES IN 1912.

| HIGHEST. | | LOWEST. | |
|-------------------|-------|-----------------------|-------|
| Idaho | 88.82 | Louisiana | 53.53 |
| Colorado | 88.47 | New Mexico | 59.00 |
| Oregon | 86.98 | Arizona | 61.09 |
| Iowa | 86.83 | *Alabama | 61.32 |
| Nebraska | 86.11 | Rhode Island | 62.22 |
| Kansas | 85.86 | *South Carolina | 63.90 |
| California | 82.65 | Virginia | 64.02 |
| Mississippi | 81.74 | *Texas | 64.86 |
| Wyoming | 81.31 | New Hampshire | 65.49 |
| Maine | 81.07 | Maryland | 66.01 |

*No compulsory attendance laws.

PERCENTAGES OF AVERAGE DAILY ATTENDANCE OF 20 STATES IN 1912.

| *HIGHEST. | | LOWEST. | |
|---------------------|------|-----------------------|------|
| Illinois | 87.6 | †Kentucky | 57.0 |
| Massachusetts | 83.8 | †Alabama | 59.5 |
| Michigan | 83.7 | †Louisiana | 60.3 |
| Utah | 81.7 | †Mississippi | 61.3 |
| Indiana | 80.9 | †Georgia | 62.5 |
| Vermont | 80.8 | †Delaware | 62.7 |
| Oregon | 80.3 | †North Carolina | 63.3 |
| Pennsylvania | 80.3 | †Oklahoma | 63.8 |
| New York | 79.9 | †Arkansas | 63.9 |
| Rhode Island | 79.3 | †Virginia | 64.4 |
| | | †Florida | 71.0 |

*All compulsory attendance States; eight of them have "full school year" attendance laws. ‡Recently enacted compulsory law. †No compulsory law.

The above clearly demonstrates the fact that Florida is not leading in this very important matter of education, and emphasizes the necessity of a compulsory attendance law.

Educational Status of Youth Enrolled.—There is little that can be said of this item of statistics beyond the fact that it is shown that the schools have been at least normal, and that the increase in enrollment in each of the grades has kept pace with the increase in population.

The statistics are incomplete and do not show such facts by comparison, still there is a larger per cent continuing their education into the higher grades; the percentage completing the eighth grade is as high as in any of the States; and the percentage completing the four high grades, or high school grades, is as high as in most of the states.

The following facts are deduced from this item of statistics:

First. That the negro youth enrolled in the public schools are only about 34 per cent of the whole number enrolled in the State, and 83.3 per cent of those rank from the fifth grade down, the percentage increasing in each grade to the lowest; while there is a similar decrease from the fifth grade up, there being less than 8 per cent as many completing the twelfth grade as whites.

Second. That the number of whites entering and completing the high school grades is entirely too small.

Average Age and Average Experience of Teachers.—These are facts not properly considered in estimating the value of a State school system. For the school year 1914, it may be noted that the average age of all teachers was 27 years, white males 30 years, white females 25 years. The average experience of all teachers was 47 months, white males 55 months and white females 35 months. The average age indicates that the great bulk of teaching is done by the youth of the State, and that the profession is largely being used as a stepping-stone to something else, or as a convenience in making a start in life. If the average age of all white male teachers is only 30, and the white female teachers only 25 years, and these averages are made up by including the ages of the veteran men and women in the profession, it necessarily must follow that a large body of the teachers are quite young. In fact, much complaint is made by patrons on account of the youthfulness of many of the persons assigned to teach their children, and there is a very strong demand for an

age limit law preventing those under 18 or 20 years from being allowed to teach. This might be a wise law and prove a benefit, both to the pupils and to the teachers, insuring pupils better developed teachers, and forcing youthful teachers to spend two or three years more in acquiring a better education. This certainly would mean larger salaries and greater success when they enter the profession. The facts in regard to the average experience of teachers clearly demonstrates that a great majority enter the profession only for temporary benefit. It must be remembered that the long service of many old teachers, male and female, causes the average term of 55 months for males and 35 months for females to be much larger than actual experience of a large body of the teachers. Since it is shown that the actual experience of all the males is less than five years and of all the females is less than three years, when counting the long terms of service of many of the veteran teachers of both sexes, it will be fair to estimate that the majority of the males actually teach school less than three years, and the majority of the females less than two years. This is sufficient to show that there is much inexperience in the school room, and that the schools can never make the proper returns to the State for the cost of education until something is done to retain teachers of experience in the profession.

It is held that increase in salaries will accomplish the desired result. The average salaries of teachers have increased nearly two-fold during the past 20 years, still the per cent of inexperienced teachers has increased rather than diminished. Attention is simply called to this fact that educators and legislators may rack their brains and strive to find some remedy for these weak points in our educational system.

Percentage of Male Teachers.—It may be argued that this is a very unimportant matter of statistics, and that it means little in determining the value of the educational system of a county or a State; but it is believed that the

true status of education may be determined by the percentage of male teachers. When the number of males is abnormally large it may be said that the schools are non-progressive, inactive and over-burdened with persons using the profession as a stepping-stone, or making a benefit of it until something else turns up. Many of the schools will be in the hands of mere school-keepers, or by persons not attending Institutes, Summer Schools, or making use of such helps as will enable them to keep abreast with modern lines of thought and development in teaching. Men are absolutely needed in the profession, but when any system is weighted down with more than 25 per cent of male teachers, investigation will more than likely develop corresponding weakness. There may be States ranking well where more than one-fourth of their teachers are males, but they will generally be found in the dark corners and lowering the general average efficiency of the schools. There are reasons why the schools are enhanced by the employment of women, for they are the natural teachers of youth, and over 80 per cent of the pupils in the public schools are found from the fifth grade down, and they should be in charge of women, the natural instructors of the youth of that age.

When the public school system was in its infancy in Florida, and confessedly weak, in the year of 1870, over 65 per cent of the teachers were males. Ten years later the percentage had fallen to 61; in 1890 to 48; in 1900 to 36; in 1914 to 22, and the real value of the schools has been enhanced in proportion to this decrease. In 1912 an average of 20.9 per cent of all the teachers in the United States were males. In the Great Divisions of the United States this varies from 13.8 to 33.9 per cent, and it is generally recognized that the schools in these different sections are strongest where the percentage of males is lowest. For example, in the North Atlantic Division of the States there were only 13.8 per cent of the teachers male; in the Western Division, where the schools are

classed as second strongest, there were only 18 per cent; while in the South Central Division, where they are weakest, there were 33.9 males in every hundred.

In further substantiation of this apparently unimportant fact below are given ten States employing the lowest number of male teachers, and ten employing the largest number of male teachers. One may draw his own conclusion as to which of this body of States ranks highest in matters of education.

PERCENTAGE OF MALE TEACHERS IN EACH OF TEN STATES.

| LEAST PERCENTAGE. | | LARGEST PERCENTAGE. | |
|---------------------|------|---------------------|------|
| Connecticut | 6.6 | Arkansas | 49.6 |
| Rhode Island | 8.2 | Kentucky | 48.5 |
| New Hampshire | 8.2 | West Virginia | 45.3 |
| Vermont | 8.5 | Tennessee | 34.7 |
| Iowa | 9.7 | Indiana | 33.4 |
| Massachusetts | 9.8 | Alabama | 33.3 |
| Minnesota | 10.8 | New Mexico | 31.9 |
| Maine | 10.9 | Ohio | 29.6 |
| Wisconsin | 11.0 | Texas | 29.3 |
| New York | 11.3 | Oklahoma | 28.7 |

Do not judge from the above that the principle of not employing male teachers is advocated; as has been said, male teachers are absolutely needed for the most responsible executive positions, but it is hoped that no system will be weighted down by a large percentage of easy-place-hunting male teachers when better qualified women are seeking and needing the positions.

Average Length of School Term.—The weakest point in Florida's system is now being reached. This item of statistics and the one giving the *Average Days' Schooling Given for Every Youth*, the latter really dependent upon the former, are the most important facts presented in determining the strength or weakness of a State's system of schools. If the average length of term be short, the average day's schooling given each child will be correspondingly short; hence, the two items are correlated. In no item of statistics does Florida show up so poorly as in

the length of the school term. If the wage-earning ability, freedom from drudgery, the influence, and the life of a State is dependent upon the average intelligence of its citizens, the intelligence in turn must depend upon the amount of instruction given in the schools to each individual of school age. If it be a fact that the influence and power of a nation is in proportion to its intelligence, then the State should look to the average amount of instruction given to every child. It is useless to present argument in support of a longer school term, since every sane person must admit the longer the term the more intelligent the masses of the people and the more prosperous and influential they will be. These facts are generally accepted by the educated and uneducated; hence, the discussion of this item of statistics will be closed by presenting some facts to show that Florida is not leading all the States, and that there is necessity to devise some means of giving longer school terms and securing the regular attendance of a larger per cent of the educable youth of the State.

In presenting these facts the Report of the Commissioner of Education of the United States for the year 1912 must be used, while the statistics of Florida are used for the year 1914.

Before giving the average length of school term in ten States, it is given first by the five Great Divisions of the United States, as it seems that like educational spirit and sentiment prevail in sections of our common country. The average length of school term in the whole United States is 158 days and in each of the five Great Divisions as follows:

North Atlantic Division, 180.9 days; North Central Division, 164.8; Western Division, 164.1; South Atlantic Division (which includes Florida), 135.5; South Central Division, 129.5.

The following is the length of school term in ten States where longest and shortest;

AVERAGE LENGTH OF SCHOOL TERM IN DAYS.

WHERE LONGEST.

WHERE SHORTEST.

| | Days. | | Days. |
|---------------------|-------|----------------------|-------|
| Rhode Island | 194.1 | South Carolina | 92.0 |
| New Jersey | 187.8 | North Carolina | 109.2 |
| New York | 187.5 | Arkansas | 117.9 |
| Massachusetts | 186.0 | Florida | 122.2 |
| Connecticut | 184.2 | Mississippi | 123.0 |
| Maryland | 179.5 | New Mexico | 125.0 |
| Wisconsin | 175.7 | Tennessee | 127.8 |
| Colorado | 175.0 | Oklahoma | 130.0 |
| Washington | 174.0 | Louisiana | 132.0 |
| California | 173.4 | Texas | 132.0 |

If the average length of a school term is really the most important in determining the value of a school system, as is claimed, the above is sufficient to convince any one that Florida is not leading all sister States in educational matters, and that there is still room for progress.

Average Days' Schooling Given for Every Youth.—This is without doubt the most telling item in determining the relative rank of the various State School Systems. It takes into account the total number of youth of school age and shows the average number of days' schooling given for each youth. It is a fact that in non-compulsory States some of them do not go to the schools and get the benefit of even that part of schooling which is their privilege. It measures more than any other item the average future intelligence of the masses. There is considerable consolation taken in the fact that the average days' schooling for every youth in Florida has increased in the past twenty years from 41 to 57 days for both races, from 44 to 68 days for whites alone. This much progress is appreciated, but it is so far short of what is being done in other sections and other States of our great country that the appreciation of the increase is considerably weakened by the knowledge that the youth of the other States are so much better taken care of than in our own State. It is known that every citizen in any part of the country is in some sense in competition with other citizens in other

parts of the country, and that the more intelligent generally win all the capital prizes, therefore it is not gratifying to think that the youth of Florida are not put in condition to successfully compete with those reared any where else. If it is admitted that there is truth in statistics and that intelligence has an advantage over ignorance, or half intelligence, it is difficult to understand why greater efforts are not made to lengthen the school term and to give a greater number of days schooling to every youth in fair Florida.

The facts here presented may be unpleasant to contemplate, but they are facts nevertheless, if any credence may be given to the Report of the Commissioner of Education of the United States.

The following are the number of days schooling given for every youth in Florida in 1914, an average of 57 days, counting both races, 68 days for whites and 40 days for negroes.

The average for the whole of the United States is 83.5 days schooling for every youth of school age. Florida and other States with low averages cause this general average to be so low. The following is shown for the five Great Division of the United States:

North Atlantic Division, 99.0; North Central Division, 97.7; the Western Division, 100.2; while the South Atlantic and South Central Divisions show only 58.3 days each. If there is any value in statistics, these figures indicate that the intelligence of the next generation in three division of the United States will be upon an average nearly twice as great as in Florida. If intelligence marks proportionate prosperity and gives ability to compete, the poor youth of the South are in bad condition to enter the race of life and are being deprived of their just birth-right.

These same facts will be given in ten States making the best showing, and ten the poorest, and it will be seen that all of the six Southern States without compulsory

attendance laws are among the ten States with the lowest average.

TEN STATES SHOWING THE AVERAGE DAYS SCHOOLING
GIVEN FOR EVERY CHILD.

| WHERE LARGEST. | | WHERE LOWEST. | |
|---------------------|-------|-----------------------|-------|
| | Days. | | Days. |
| Michigan | 112.1 | *South Carolina | 38.5 |
| Kansas | 111.4 | Louisiana | 42.7 |
| California | 110.3 | *Alabama | 48.3 |
| Massachusetts | 109.3 | New Mexico | 48.4 |
| Iowa | 108.6 | North Carolina | 49.6 |
| Connecticut | 107.7 | Virginia | 57.4 |
| Indiana | 105.7 | *Texas | 57.7 |
| Idaho | 105.5 | *Florida | 58.5 |
| Washington | 105.3 | *Georgia | 58.9 |
| Colorado | 105.0 | Kentucky | 59.7 |

*No compulsory attendance laws.

If such statistics gave the output of manufactures, the wealth of the State, or crop conditions, they would be esteemed as remarkably valuable and be accepted as facts, but when they are used to represent the average intelligence and wage-earning ability of the next generation in the different sections of the country they are thrust aside as unreliable and not worthy of consideration. Some are prone to answer such an array of facts by saying, "If there is anything in a person he will dig out and find himself in some way, whether he has much school advantages or not." While the truth is the State must do its duty toward every one of its youth, or many thousands of them will never find themselves, or have the ambition to try to elevate themselves in the scale of being.

Salaries of Teachers.—Teachers are disposed to regard the salary question as the one that determines the relative value of a State School System. It has long since been learned that money does not make the teacher, and that the best teachers are not always paid the best salaries. This item of statistics is becoming more and more regarded as of less value than formerly in determining edu-

cational status, since most of the States are paying fairly good average salaries. There has been a wonderful increase all over the country in the average salaries paid teachers within the past decade. There seems to be a growing willingness on the part of the general public to pay for school services, as well as for every other, what they are worth.

Florida teachers have been wonderfully successful in awakening public sentiment in favor of the poorly paid teacher, and have been able within the past twenty years of nearly doubling their average salaries. In this State every friend of education appreciates this fact and hopes that salaries will continue to increase with efficiency and service, and that wiser discrimination will be used in paying the real teachers what they are actually worth. The real teacher is never adequately paid, it matters not how large his salary; while the mere school-keeper is overpaid, it matters not how low his salary. While the population of the State has increased something over 80 per cent in the past twenty years, the aggregate salaries paid teachers has increased more than three times, and the average salaries have almost doubled within that time.

Florida ranks up among the sister States better in the monthly salaries paid her teachers than in most any material point in determining the value of a public school system, for it is admitted that the average salaries paid teachers is one of the elements to be considered in rating school systems. While this is true as to systems as a whole, the rule does not always hold when individually applied, for many of the best teachers of the country do not draw the highest salaries.

The total salaries paid all teachers in 1894 was \$503,368, while in 1914 this amount had increased to \$1,644,481. The number of teachers had not doubled, yet the salaries paid them was more than three times as great. The following are the average salaries paid the teachers of the State in 1914: All teachers, \$53.52; white males,

\$76.44; white females \$54.02. It is shown that the salaries paid in this State, considering that the cost of living is so much less than in most States, compare very favorably to average salaries paid in the country at large. But as this is esteemed by teachers as such an important item of school statistics, the average monthly salaries paid in the United States, in the several Great Divisions of the States, and in ten of the States paying the largest salaries, and in ten paying the lowest salaries, are here given.

In the United States the average monthly salaries are as follows:

For men, \$78.08; for women, \$58.04; for all teachers, \$62.23. In the North Atlantic Division: for men, \$105.90; for women, \$66.52; for all, \$71.96. In the North Central Division: for men, \$75.71; for women, \$56.99; for all, \$60.58. In the Western Division: for men, \$103.71; for women, \$76.52; for all, \$81.42. In the South Central Division: for men, \$62.68; for women, \$48.60; for all, \$53.37. In the South Atlantic Division: for men, \$69.13; for women, \$39.53; for all, \$46.86. In Florida in 1914: for white men, \$76.44; for white women, \$54.02; for all, \$53.52.

It is seen that Florida ranks above the general average in both the South Atlantic and the South Central Divisions of States.

Now are given three divisions of ten States each, showing the highest and lowest monthly salaries paid teachers by sex, and the highest and lowest monthly average paid to all:

AVERAGE MONTHLY SALARIES PAID MEN TEACHERS IN TEN STATES.

| HIGHEST. | | LOWEST. | |
|---------------------|----------|----------------------|---------|
| Rhode Island | \$136.24 | Virginia | \$53.29 |
| Nevada | 125.92 | South Dakota | 58.52 |
| Connecticut | 125.01 | Missouri | 59.87 |
| New Hampshire | 120.78 | Vermont | 60.53 |
| Arizona | 117.64 | Georgia | 63.00 |
| New Jersey | 116.19 | New Mexico | 63.88 |
| Utah | 106.63 | Pennsylvania | 65.04 |
| Montana | 100.78 | South Carolina | 67.50 |
| Illinois | 92.69 | Oklahoma | 67.78 |
| Idaho | 92.11 | North Dakota | 68.82 |

AVERAGE MONTHLY SALARIES PAID WOMEN TEACHERS IN TEN STATES.

| HIGHEST. | | LOWEST. | |
|--------------------|---------|----------------------|---------|
| *Nevada | \$81.91 | †Vermont | \$38.78 |
| *Idaho | 78.95 | †Delaware | 39.00 |
| New Jersey | 78.78 | †Virginia | 39.21 |
| *Utah | 70.11 | †Georgia | 39.55 |
| *Montana | 68.50 | †Maine | 42.39 |
| Illinois | 68.48 | †New Hampshire | 45.11 |
| *Washington | 67.80 | †Wisconsin | 46.78 |
| *Kansas | 67.25 | †Pennsylvania | 48.41 |
| *Colorado | 64.58 | †Iowa | 48.71 |
| Rhode Island | 62.80 | South Dakota | 49.46 |

*Women vote in this State.

†Women do not vote in this State.

AVERAGE MONTHLY SALARIES PAID ALL TEACHERS IN TEN STATES.

| HIGHEST. | | LOWEST. | |
|---------------------|----------|----------------------|---------|
| *California | \$105.53 | North Carolina | \$35.77 |
| New York | 93.87 | Mississippi | 37.99 |
| *Nevada | 87.58 | Vermont | 40.63 |
| *Arizona | 86.67 | Virginia | 41.73 |
| *Idaho | 82.24 | Delaware | 43.96 |
| New Jersey | 81.68 | Georgia | 45.54 |
| *Utah | 79.83 | West Virginia | 46.69 |
| *Montana | 73.09 | Tennessee | 47.70 |
| Illinois | 73.05 | Alabama | 48.09 |
| Massachusetts | 72.45 | Wisconsin | 50.79 |

Taxation for Schools.—This item of statistics augurs more for the future history of education in this State than any other that can be mentioned. The fact that thirty years ago there was strong opposition even to a three-mill county levy for the schools, and that that proposition was most formidably fought in the adoption of the Constitution in 1886, and the wonderful reversion in sentiment which is indicated in many ways in showing the willingness of the people to pay for better schools, bespeaks more than anything else what will be the future status of education in Florida. Only 24 counties of the 45 levied five mills, the maximum, in 1894; while 44 levied the maximum ten years later; during the next ten years the maximum was raised to seven mills by a vote of the people and 47 counties levied that maximum in 1914; one levied as high as $8\frac{1}{2}$ mills (unconstitutional), and the other two counties $6\frac{1}{2}$ mills. All of this seems to indicate a public sentiment which will place Florida sometime in the future among the leading educational States of the country.

The above facts but partially tell the story, for while the State Constitution, adopted in 1886, provided for a three-mill district levy, but 6 districts had been created in 1894; this number increased to 374 by 1904; and reached 727 by 1914; several of these districts embracing as much as one-third of the counties. These facts are strengthened by the interest of the masses in education, indicated by their willingness to pay county school taxes. But the case is still stronger when the fact is cited that the voters in 1912 adopted a constitutional amendment allowing an additional five mills district levy for the erection of school houses by voting bonds, making a total school tax of one mill State tax, seven mills county tax, eight mills district tax, sixteen mills in all. This all shows that the people may be relied upon to provide for the education of the youth of the State.

Salaries of County Superintendents.—The County Superintendents have been a little more fortunate than the

teachers within the past 20 years in securing increase in their salaries. If the increase in attention to duty and efficiency had kept pace with the increase in salaries every one should say amen to it with the greatest zest. But as was said in relation to teachers, the salary is not always a true test of the interest and ability of the teacher, the same is true of County Superintendents. While many are doing well, doing all that finite mortals can do, still the proportion of aimless, indifferent and incapable officers seems as large as it was 20 years ago, when the salaries were not half so large. It is a veritable truth that the salary does not create interest or efficiency in neither the teacher nor the County Superintendent, the one must be innate and the other should be known to exist before assignment or election. The selection of neither should be left to popular vote without certain prescribed minimum qualifications before choice is made. The teacher must show possession of these qualifications, equally so the more important and ranking officer in whose keeping largely rests the reputation and destiny of the teacher. The County Superintendent should be required to show possession of certain definite qualifications of fitness before being eligible to offer for a school office.

The average salary, including traveling expenses, of County Superintendents 20 years ago was only \$670.16; in 1914 the average salary alone was \$1,436.82, and the average traveling expense of 33 counties allowing any was \$144.06. The salaries of several have been raised recently, making the average greater the following year. There were no clerks or assistant superintendent in 1904, now most all the larger counties allow one or more assistants; in fact, all counties having a total of 40 or more schools should allow the County Superintendent necessary assistance to perform all his duties with promptness and efficiency.

Financial Condition of County Boards.—The manifest interest and the willingness to pay for it furnish the most

gratifying outlook for public education in the State. It is never wise to curtail interest, but at the same time the most alarming outlook for public education is the tendency of County School Boards to go in debt. Doubtless they would not do so unless the people approved it. This is partly attested by the ease and avidity with which they vote more district school tax nearly every time they are called upon or given the opportunity to do so. When a debt is created for betterments, especially a building within reasonable cost, it is not so much a *debt* as an *investment* and may be wise, but when a County School Board keeps going hopelessly in debt, year after year, for the ordinary annual running expenses of the schools, in that case debt is unpardonable and ought to be prohibited by statute.

In 1894 the total net indebtedness of all the County School Boards was only \$50,385. This grew to \$293,850 by 1904, leaped to \$2,121,305 by July 1, 1914, and there is no telling what it will be in a few years more, with the amount of building going on and with the zeal and facility for creating debts unbridled in some of the counties.

The net indebtedness of 39 counties in county school funds is \$1,475,338, and 11 of the counties increase this amount by a debt of \$242,428 in the district funds.

Only 11 counties closed the year 1914 with any net cash in the county school funds, and this aggregated only \$61,775. District funds seem to be managed with more economy, as 36 counties report a total of \$216,133 net cash in hand.

It is hoped that all County School Boards will regard this maxim in spending school funds: Enthusiasm properly directed is a good thing, but enthusiasm with discretion and economy is the wise thing.

School Property and Value.—School property is usually classified under four heads: lots, buildings, furniture and apparatus. There has been but small increase in

the number of lots and buildings during the past 20 years, no necessity for it, as explained elsewhere.

There has been large increase in the number of rooms, in the number of desks, and in the amount of other furnishings and apparatus.

When the character of the buildings and the *value* of all school property are considered, there is no line in which the State has made greater progress in the last two decades, particularly the last one. In 1894, there were only 7 brick buildings in the State, possibly not a single one worth \$10,000; these had increased to 26 in 1904, and 105 brick and concrete in 1914, many of them costing from \$50,000 to \$75,000 or more—and the end is not yet, for few States ever experienced such a wave of enthusiasm for good school buildings as is rolling over the whole State at the present time.

The summary statistics in this Chapter show the great increase in the value of lots, and in the amount and value of furniture and apparatus.

The value of all school property of the State was only \$558,086 in 1894, which little more than doubled in the next 10 years, and reached \$4,808,392 in 1914. This is an increase of over 760 per cent in the value of school property, while the increase in total population, school population, school enrollment, average school attendance, has each been between 80 and 90 per cent—average salary paid all teachers 55 per cent and the total salary paid all teachers 226 per cent.

But lest some may conclude from this showing that Florida is leading the world and it is time to curb the spirit for better school equipment and better school buildings, a few comparative statistics are again introduced.

No comparison of the value of all school property in Florida with that of other States will be introduced, lest it prove discouraging. It is enough to say that just one State, Mississippi, ranks below Florida in this respect, ex

cept Delaware (too little to compare with) and four new and thinly populated States in the Western Division; Colorado used to be in Florida's class, having about the same population, but she recorded her school property at \$14,281,916 in 1912. The value of all school property in Mississippi was \$3,110,300 (in 1912), Florida's \$4,808,392 in 1914.

The following is given, however, to demonstrate how much must be done before the feeling that other States are being rivaled will be justified. The data is taken from the report of U. S. Commissioner of Education for 1912, and three leading States are taken in each of the Great Division of States, including no Southern State, and not the nine leading in this particular in the United States:

| State. | No. School Houses. | Total Value. | Average Value. |
|-------------------|--------------------|--------------|----------------|
| New Jersey | 2,157 | \$52,806,162 | \$24,481 |
| Massachusetts ... | 4,326 | 80,890,732 | 18,698 |
| New York | 12,071 | 205,508,543 | 17,025 |
| Illinois | 13,261 | 110,860,022 | 8,361 |
| Ohio | 12,665 | 76,870,709 | 6,069 |
| Michigan | 8,668 | 40,223,747 | 4,642 |
| California | 4,330 | 53,259,239 | 12,300 |
| Utah | 691 | 7,804,714 | 11,295 |
| Washington | 3,278 | 25,450,747 | 7,764 |
| Florida | *2,628 | 4,808,392 | 1,830 |
| *1914. | | | |

It is gratifying to know that the average value of the school buildings in Florida has moved up from \$456 to \$1,830 in the past 12 years.

Those not having costly school houses are left the consolation that the building is not the school, nor is costly equipment always an index of the value of the work of the school.

The opinion is often advanced that the Southern States are not able to build good school houses. The following are some statistics gotten up twelve years ago, which clearly illustrate that they are amply able to build better houses if they were really desired—where there is a will there will be found a way.

The following statistics show the number of church houses in 9 Southern States, their total value and the average value of each 12 years ago; these are contrasted with the number of school houses, their total value and the average value of each in the same States the same year. The same statistics for the present would be presented, but the present data on the subject is not on hand* and the old statistics demonstrate the point desired to be made as well as would the new. The point to be driven home is this, that the plea of poverty is but a pretext if the whole people really desired better school houses.

The figures prove that only a *part* of the people build the churches, costing many times as much as their schools, because they wanted them. The churches are built by voluntary contributions of the *part* of the people really wanting them. Certainly the *whole* people could build more adequate school houses if they really wanted them, because they do not have to rely upon voluntary donations, but have the power of the law, which the *whole* people could assuredly make, to force every individual to do his part.

NUMBER AND VALUE OF CHURCH HOUSES IN NINE SOUTHERN STATES IN 1900.

| State. | No. Churches. | Total Value. | Average Value. |
|---------------------|---------------|---------------------|----------------|
| Alabama | 6,013 | \$6,764,625 | \$1,125 |
| Arkansas | 3,792 | 3,264,912 | 861 |
| Florida | 1,793 | 2,424,136 | 1,352 |
| Georgia | 7,008 | 8,227,392 | 1,174 |
| Mississippi | 5,001 | 4,390,878 | 878 |
| North Carolina .. | 6,512 | 7,078,544 | 1,087 |
| South Carolina .. | 3,967 | 5,633,140 | 1,420 |
| Tennessee | 5,792 | 9,985,408 | 1,724 |
| Virginia | 4,894 | 10,473,160 | 2,140 |
| Totals | 44,772 | \$58,242,195 | ..... |

NUMBER AND VALUE OF SHOOOL HOUSES OF THE SAME
STATES IN 1900.

| State. | No. School Houses. | Total Value. | Average Value. |
|-------------------|--------------------|--------------|----------------|
| Alabama | 7,058 | \$1,550,000 | \$214 |
| Arkansas | 5,254 | 2,616,537 | 498 |
| Florida | 2,336 | 1,066,904 | 456 |
| Georgia | 6,246 | 2,738,800 | 438 |
| Mississippi | 6,687 | 1,636,055 | 259 |
| North Carolina .. | 7,082 | 1,335,658 | 183 |
| South Carolina .. | 4,918 | 990,000 | 201 |
| Tennessee | 7,058 | 1,500,000 | 426 |
| Virginia | 7,218 | 3,336,166 | 462 |
| Totals | 53,857 | \$16,770,120 | ..... |

Only a *part* of the people of 9 States build by voluntary action 44,772 churches worth \$58,242,195, having an average value of \$1,301; the *whole* people of the same States build 53,857 school houses worth \$16,770,120, having an average value of \$311. Does it not appear that any intelligent person would be ashamed to set up a plea of *poverty* as a pretext of an excuse for the poor school buildings in those States?

Per Capita Cost of the Schools.—There is no single item of statistics so accurately measuring ability and willingness, one or both, of a people to provide for public education as their actual expenditure per capita for the schools. Where per capita wealth is low and yet a large per capita expenditure is paid for the maintenance of the schools, it is proof positive of interest in education and a willingness to support it; the contrary of this proposition is equally true.

The per capita expenditure is not an absolute test of interest, for the burden of public education is not always the same where there is equal individual wealth, for the relation of the number of adult males to the number of youth of school age enters into the calculation.

The United States Census shows that the number of adult males to every 100 youth of school age varies widely in different States and in the great sections of the coun-

try. For instance, in one of the Western States there are 196.5 adult males to every 100 educable youth, while in a Southern State there are only 61.1 adult males for every 100 educable youth, less than one-third as many males. An adult male in relation to public schools means a taxpayer whose earnings and property is by law pledged for a school tax for the education of the youth of the State. The interpretation of this condition means that nearly two adult males are bound for the education of one child in the Western State, while one male must educate 1.6 children in the Southern State.

The application of the argument is broadened by giving the statistics which show that there is an average of 121 male adults in the North Atlantic States, 141 in the Western States, and 73 in the Southern States for every 100 youth to be educated. This means, if their individual wealth were equal, that 73 men in the South must pay as much school tax as 121 men in the North Atlantic States, or 141 in the Western States, to give the youth of the different sections equal educational advantages.

This does not state the case strong enough, for a large percentage of the 73 adult males (in some States a majority) in the South are negroes and pay little or no school tax. This explanation is due the South, and the above facts account for the small per capita school expenditure in the South more than want of interest in public education.

While poverty is an estoppel and accounts largely for the widely different educational conditions existing in the various States and sections of the country, still a just excuse must not be worn threadbare and set up as a plea for small effort.

Education is a necessity to the poor, for only by its help may they hope to lift themselves into better things. Therefore, the greater the poverty of a State, the greater the obligation to provide liberally for the education of the masses. It has always proven a State's wisest invest-

ment, money expended in the production of men of brains, who in turn project enterprises for increasing wealth.

Considerable pride was felt in the greatly increased per capita expenditure for education in the State until the figures were placed along beside similar showings of other States. This expenditure has doubled in the past ten years, the greater part of the increase was made in the last two years, exceeding any two-year growth since the establishment of the public school system.

The Great West has taken the lead in all school expenditures, leaving New England (which once led) and the South behind. The South is waking up wonderfully, but is being shamefully distanced at the present time.

The fair-minded, in estimating the educational work of the South, will not be governed altogether by the facts presented below in cold figures, but will consider the disadvantages, partly explained above, under which the section labors. Were the principle applied which caused the widow and her mite to be commended by that Just One, it is likely that some State expending least per capita intrinsically would be awarded the meed of praise. The showing of Florida in this most telling item of school statistics, when compared with the Southern States alone, where like conditions prevail, is very gratifying.

The following comparative statistics are given, because all ought to know the exact truth. It may serve to stimulate some not doing their full duty and set a standard for others, as wealth and circumstance improve.

In 1904, Florida expended for both races, per capita, for public education, as follows:

Per inhabitant, \$1.58; per youth of school age, \$5.18; per youth enrolled in the schools, \$7.71; per pupil in daily attendance, \$11.30. In 1914 these figures increased to the following: Per inhabitant, \$3.19; per youth of school age, \$10.06; per youth enrolled in the schools, \$15.69; per pupil in daily attendance, \$21.88. It is thus shown that

the per capita school expenditure practically doubled on every count.

Were the negro left out of the count the average per capita expenditure for the whites alone would be as follows:

Per white inhabitant, \$4.71; per white youth of school age, \$15.10; per white youth enrolled in the schools, \$21.39; per white youth in daily attendance, \$30.42.

These figures would move Florida up to nearly the average of all the States.

Nothing short of the whole truth is valuable in statistics. There is too much distortion and use of statistics to show only one side of a matter. The people are entitled to all the facts.

The same facts as have been presented for Florida alone will now be given for the whole United States, for each Great Division of States, and for ten States each, where highest and lowest.

AVERAGE SCHOOL EXPENDITURE IN 1912 PER CAPITA.

| | Of Total Population. | Of Youth of School Age. | Of Youth in Daily Attendance. |
|-------------------------|-------------------------|----------------------------|----------------------------------|
| United States | \$5.05 | \$19.19 | \$36.30 |
| North Atlantic States.. | 5.89 | 25.10 | 45.85 |
| North Central States.. | 5.93 | 23.27 | 39.24 |
| South Atlantic States.. | 2.51 | 8.28 | 18.66 |
| South Central States.. | 2.76 | 8.88 | 19.71 |
| Western States | 8.22 | 37.14 | 60.85 |

AVERAGE EXPENDITURE IN 1912 PER CAPITA OF TOTAL POPULATION.

| HIGHEST. | | LOWEST. | |
|---------------------|--------|----------------------|-------------|
| United States | \$5.05 | Mississippi | \$1.52 |
| California | 9.30 | South Carolina | 1.53 |
| Utah | 9.18 | North Carolina | 1.66 |
| North Dakota | 8.60 | Alabama | 1.68 |
| Oregon | 8.34 | Georgia | 1.89 |
| Montana | 8.27 | Arkansas | 2.35 |
| Washington | 8.21 | Tennessee | 2.49 |
| Idaho | 8.17 | Virginia | 2.50 |
| Colorado | 7.62 | Louisiana | 2.68 |
| New Jersey | 7.59 | Kentucky | 2.89 |
| Nebraska | 7.18 | Florida | (1914) 3.19 |

AVERAGE EXPENDITURE IN 1912 PER CAPITA OF YOUTH OF
SCHOOL AGE.

| HIGHEST. | LOWEST. |
|----------------------------|-----------------------------|
| United States .....\$19.19 | South Carolina \$4.59 |
| California 47.86 | Mississippi 4.66 |
| Nevada 42.02 | North Carolina 5.16 |
| Montana 38.42 | Alabama 5.29 |
| Oregon 38.00 | Georgia 5.91 |
| Washington 37.49 | Arkansas 7.49 |
| Colorado 32.55 | Virginia 8.22 |
| New Jersey 31.65 | Tennessee 8.30 |
| Utah 31.62 | Louisiana 8.57 |
| Idaho 30.96 | Kentucky 9.82 |
| Wyoming 30.59 | Florida (1914) 10.06 |

AVERAGE EXPENDITURE IN 1912 PER CAPITA OF YOUTH IN
DAILY ATTENDANCE.

| HIGHEST. | LOWEST. |
|------------------------------|----------------------------|
| In United States.....\$36.30 | Mississippi\$ 9.30 |
| Nevada 76.38 | South Carolina 10.97 |
| California 75.25 | North Carolina 11.36 |
| Montana 66.00 | Georgia 14.26 |
| Washington 61.91 | Alabama 14.51 |
| New Jersey 58.51 | Arkansas 14.66 |
| Arizona 57.93 | Tennessee 15.01 |
| North Dakota 54.76 | Virginia 19.81 |
| Oregon 54.39 | Florida (1914) 21.88 |
| Colorado 54.25 | Kentucky 22.90 |
| Wyoming 50.16 | West Virginia 25.81 |

CHAPTER II.

RECOMMENDED LEGISLATION AND REPORT OF CONTINGENT EXPENSES.

The first intention was to draft bills on the various subjects on which legislation is recommended and record them in this Chapter. After a second thought it was concluded that it might be construed as dictating to the Legislature and prove offensive; hence, it is only suggested here the subjects upon which it is thought that legislation is actually needed. These suggestions are based upon experience, a careful study of educational conditions in this State and upon investigation of the most successful systems in other States. It can hardly be expected that each of these suggestions will meet universal approbation, or that laws will be enacted upon each subject at the coming session of the Legislature, since all school advancement is slow and every suggested change, however wise, has to fight its way. It is a duty, nevertheless, to continue to faithfully recommend such changes as suggest themselves, it matters not how they are received.

No effort will be made to present a conclusive argument in support of any recommendation, in fact, it is hardly necessary, as legislation on most of these subjects have been recommended and discussed in previous reports for twenty years or more. Nearly every item of legislation suggested here has been endorsed by some body of educators at one time or another after free and full discussion of present laws. The reading of the general reports of County Superintendents, recorded in Chapter XII, beginning on page 485, and embracing 168 pages of this report is suggested. It might not be wise to adopt the opinion of any one of them in making changes in the law, but

the combined opinions of many of them furnish the best expert testimony to be had in the State.

It may also be noted that the Conference of County Superintendents and other educators, held at Gainesville, March 26-28, 1913, and at Fort Myers, March 10-13, 1914, after full discussion and mature deliberation, endorsed most of the legislation suggested in these recommendations.

The State Superintendent will be at the Capitol during the session of the Legislature, and will be pleased to confer with any member upon any provision that may be desired to be incorporated in any bill pertaining to school legislation.

These recommendations will now follow in the order in which they are estimated most important.

1. CREATE A STATE BOARD OF EXAMINERS.

It is earnestly recommended that the present system of examining teachers be entirely changed, and that all examinations for teachers' certificates be held by a State Board of Examiners. This Board of Examiners to be appointed by the State Board of Education and the examinations to be conducted under rules and regulations adopted from time to time by said Board. It is earnestly prayed that this great power and responsibility be removed from the shoulders of one man. The time necessary to complete the examinations and the nervous strain of a written examination may be greatly reduced by putting the examination in the hands of a Board with power to make a large part of the examination oral, and in so doing teaching ability may be tested more thoroughly than by the present system of examination.

This subject was fully discussed on pages 42-44 in the State Superintendent's report of 1898-1900, again on pages 442-443 of the report of 1900-1902, rendering it unnecessary to further discuss the subject here. Various

bodies of teachers and school officers in State associations and conferences have endorsed it. If any legislator desires information as to the necessity of changing the present system for the purpose of preventing fraud, so often charged under the present system, abundant evidence can be furnished in the office of the State Superintendent.

2. ENACT A COMPULSORY SCHOOL ATTENDANCE LAW.

It is hardly necessary to discuss this recommendation, since the necessity for such a law has been so fully discussed in previous reports.

The passage of such a law was first discussed and recommended in this State by a convention of County Superintendents held at Live Oak in February, 1897—see pages 375 and 381 of the report of 1894-96. It was again recommended on page 35 and discussed on pages 436-439 in the report of 1896-1898—see vote of County Superintendents on page 488. It was also recommended and discussed on pages 39-40 in the report of 1898-1900, discussed on pages 421-424 in the report of 1900-1902. It was recommended and a bill was submitted by the Commission appointed by Governor Gilchrist to formulate and suggest needed school legislation; and so evidence might be piled up to show that such law has been prayed for by conventions, associations and all kinds of public gatherings of teachers, school officers and patriotic people ever since 1897.

When the passage of this law was first asked for there were but 27 States in the Union that had such a law, but while its passage has been delayed in this State all the States have enacted such a law except the following six: Alabama, Georgia, Florida, Mississippi, South Carolina and Texas—a bill is now pending in the Legislature of Texas and is likely to pass.

Twenty-seven States have a "full school year" compulsory law, 15 States compel attendance for periods varying

from 60 to 150 days, leaving six States with no such law at this time.

Every enlightened country in the world has such a law. In the light of such facts, it would be surplus to offer any further argument here.

Notwithstanding all this array of facts favoring the enactment of such a law it is thought safest and best to attempt to enact at present only a *local option* law, allowing each county to decide the question for itself by popular vote. The law will soon popularize itself and become general like the Special School Tax District law, which met so much opposition at first.

3. CONTINUE RURAL SCHOOL INSPECTORS, CREATE AND MAKE AN APPROPRIATION FOR A HIGH SCHOOL INSPECTOR.

As argument for the first recommendation read the Introduction to Chapter VI of this report and the reports of Inspectors Philips and Lynch.

The State is already provided with an Inspector of High Schools by the generosity of the Southern Educational Board, this Board donating \$1,750 for this purpose, which amount is supplemented by a \$1,000 of State fund through the Board of Control.

The Inspector has done his work well and performed a valuable State service. His report is made Chapter V of this report and is worthy of investigation. Read also Chapter XI of this report, and you will arrive at the conclusion that this work is too important to be left to one person, who has to act as Dean of the Normal Department of the State University and at the same time visit and inspect all the high schools of the State. The work of either position calls for the full time of a full grown man. The High School Inspector ought to be connected with the State Department of Education and devote his whole time to the work of the high schools alone. The State of Florida is amply able to provide liberally for ev-

ery school position needed, and ought not to put herself in the attitude of asking charity at the hands of any benevolent association in the world—State pride should revolt at it, it matters not how graciously it is tendered.

4. ENACT A LAW PRESCRIBING QUALIFICATIONS FOR ELIGIBILITY OF THE OFFICERS OF STATE AND COUNTY SUPERINTENDENTS.

It has always been felt that these offices are too important to be left entirely to the chances of politics, there is too much at stake—the future of the youth of the State—and every good hand-shaker, vote-getter, and with all a clever fellow, is not fit for the high and responsible duties of either one of these officers.

This same recommendation has often been made before, but no argument will be offered here further than to call attention to pages 40-41 in the report of 1898-1900, and 451-452 of the report of 1900-1902. It is an unpopular thing to advocate, but it ought to be done. Most States where such officers are elected by popular vote have had the courage to put such laws upon the statute books. The Arkansas law would suit Florida admirably.

5. ENACT A LAW MAKING COUNTY BOARDS OF PUBLIC INSTRUCTION TO CONSIST OF FIVE MEMBERS.

Small Boards are preferable, but three members are too few. Collusion of two is too easy. Too much is at stake, and the county fund is getting so large in many counties that more than three men ought to direct it. Let the School Board correspond with the County Commissioners in number. It is also extremely unfortunate when an entire new Board and a new County Superintendent must take hold of such great responsibility. Create a Board of five members, make four of them elective, two every two years, so that there will always be two experienced

members on the Board. A Board of four members will cost but a trifle more than one of three. Make the County Superintendent the fifth member *ex-officio*, without extra compensation, and give him a vote upon every question except one involving his salary or expenses. Provide that two of the four elective members may be women—many a Board would be improved by a good woman or two on it.

6. PROVIDE FOR A SCHOOL CENSUS.

A school census should be taken not less than quadrennially. If it is not provided for oftener in the passage of the Compulsory Law, pass a law requiring one in the second year of each administration. One might be provided for this year in connection with the State census. Space will not be consumed in discussing the necessity of a school census here, but citation is made to what is said upon the subject on pages 21-22 in the report of 1894-1896, pages 33-34 in the report of 1896-1898, and especially pages 444-445 in the report of 1900-1902.

7. LEAVE THE PRESENT TEXT-BOOK LAW INTACT.

The present law has not yet had a fair trial. It was a mistake that all the counties were not required to adopt the prescribed books at the same time and that a Depository was not demanded in this State. A few of the counties will not come under the operations of the law until the present five-year contracts expire, hence are in no position to pass judgment upon the books in use or upon the State Uniformity System. No reasonable objection could be urged, it seems, by any one at interest, if all counties were required to use the prescribed books in 1916 and extending the period of adoption and all contracts one year, to August, 1917, before making any new adoptions.

8. CONTINUE THE APPROPRIATION FOR SUMMER SCHOOLS.

So much has been said upon this subject, since the first appropriation for that purpose some twenty years ago, that it would really seem to be a work of supererogation to offer any reasons at this date for continuing the appropriation. A rumor is current that effort will be made to sever all connections of the State Superintendent with these schools. It was that office which plead for the appropriation, established and guided these schools for the better preparation of teachers when State schools and the teachers therein were silent and indifferent on the subject. But if it be thought best to depart from the usage of most of the States and divorce the State Superintendent from any connection with these schools, at any rate make the appropriation. This present State Superintendent has taken much and can endure one more implied insult to gratify the selfish ambition of any who may wish to sever his connection as much as possible from the teaching force of the State.

9. PASS AN ACT REQUIRING SCHOOL BOARDS TO MAKE PURCHASES AND LET CONTRACTS ON COMPETITIVE BIDS.

Reference has been made elsewhere to the tendency in many County Boards of Public Instruction to quickly and hopelessly get in debt. With the present spirit of progress rife in the State this is the most alarming feature for the public schools in sight. Reasonable expenditure and even debt for betterments, such as buildings, etc., do not fall in the category of debt condemned, but the inconsiderate purchase of all sorts of wares which the shrewd agent has the cheek to offer for sale, and often at startling prices. It might not be unwise for the Legislature to enact a law prohibiting School Boards from expending more for the current expenses of the schools than their visible annual income, and requiring them, with a

view of preventing many hasty and unwise purchases, to advertise for bids, and let no work or make any purchase of the value of \$100 or more except upon competitive bids.

10. TO PROVIDE FOR THE RE-INVESTMENT OF CERTAIN
STATE SCHOOL FUNDS.

Below is given the State School Fund and the sources of its investment. It will be noted that the State holds \$368,167 of this fund in Refunding Bonds, bearing only 3 per cent interest; that \$45,000 is invested in Alabama bonds, bearing only $3\frac{1}{2}$ per cent; that \$201,500 is invested in Virginia Century bonds, bearing 3 per cent. This makes a total of \$614,667 of the State School Fund bearing but 3 per cent interest, practically.

It will be further noted that since the policy has been changed and the State Board of Education has been authorized to invest these funds in other than State or United States bonds, that nearly all the fund is invested inside the State, in just as safe securities, paying from 5 to 6 per cent interest. Believing that all of it could be so invested and increase the school fund interest from \$12,000 to \$18,000 a year, and further believing that the State could easily wipe out all of her debt, as these funds might be loaned and have no debt at all, therefore, it is recommended that the Legislature make provision for retiring the State's Refunding Bonds as speedily as the fund may be safely invested at a better rate of interest, or provide that the State raise its interest rate on these to 5 per cent, at which the fund can be readily invested. Also that the Alabama and Virginia bonds be authorized sold, as it can be advantageously done, and invested in securities within the State:

PRINCIPAL OF STATE SCHOOL FUND.

*List of All Bonds and Securities Held By Said Fund,
December 31, 1914.*

| | | |
|----|-------------|--|
| \$ | 242,800.00, | Florida Refunding 3% Bond. |
| | 125,367.00, | Florida Refunding 3% Bond. |
| | 45,000.00, | Alabama Registered 3½% Bonds. |
| | 10,000.00, | Marianna, Fla., 5% Bonds (not coupon). |
| | 201,500.00, | Virginia Century 3% Bonds. |
| | 32,000.00, | Lakeland, Fla., 5% Bonds. |
| | 55,000.00, | Sarasota, Fla., 5% Bonds. |
| | 23,000.00, | Milton, Fla., 5% Bonds. |
| | 23,500.00, | Pensacola, Fla., 6% Bonds. |
| | 13,000.00, | Pensacola, Fla., 4½% Bonds. |
| | 20,000.00, | Hillsboro County, Fla., 4% Bonds. |
| | 50,000.00, | Madison County, Fla., 5% Bonds. |
| | 20,000.00, | Ft. Meade, Fla., 5% Bonds. |
| | 21,000.00, | Ft. Myers, Fla., 5% Bonds. |
| | 10,000.00, | Live Oak, Fla., 5% Bonds. |
| | 10,000.00, | Newberry, Fla., 6% Bonds. |
| | 25,000.00, | DeSoto County, Fla., 5% District School Bonds. |
| | 26,000.00, | Wauchula, Fla., 6% Bonds. |
| | 4,000.00, | Pensacola, Fla., 6% Bonds. |
| | 15,000.00, | Levy County, Fla., 6% District School Bonds. |
| | 5,000.00, | Marianna, Fla., 5% Bonds. |
| | 30,000.00, | Jasper, Fla., 5% Bonds. |
| | 2,000.00, | Pensacola, Fla., 4½% Bonds. |
| | 20,000.00, | Dade County, Fla., 4½% Bonds. |
| | 14,000.00, | Jackson County, Fla., 4% Bonds. |
| | 16,000.00, | Lake City, Fla., 5% Bonds. |
| | 30,000.00, | Arcadia, Fla., 5% Bonds. |
| | 20,000.00, | Mulberry, Fla., 6% Bonds. |
| | 36,000.00, | Holmes County, Fla., 6% Bonds. |
| | 20,000.00, | DeSoto County, Fla., 5% District School Bonds. |

35,000.00, Leesburg, Fla., 6% District School Bonds.
 30,000.00, Washington County, Fla., 6% District
 School Bonds.
 25,000.00, Panama City, Fla., 5% District School
 Bonds.
 18,694.54, Santa Rosa County, Fla., 8% County War-
 rants.
 4,976.60, Escambia County, Fla., 8% County War-
 rants.

\$1,278,838.14, Amount Invested.
 261,609.38, Cash Awaiting Investment.

\$1,540,447.52, Total Amount in Fund.

11. THAT PROVISION BE MADE FOR A STATE COURSE OF
 STUDY FOR BOTH COMMON AND HIGH SCHOOLS.

There is a strong demand for such courses with State sanction and authority coming up from every quarter.

This course should be reasonably flexible to meet local demands and varying conditions, but there is needed a basic course with State authority to make it reasonably mandatory.

The General Statutes in Section 347, Paragraph 10, authorizes County Boards to adopt such course, but nearly all counties call for a State course to accompany State uniform text-books. The State Board of Education, by the adoption of Regulation 11 of the School Compilation of Laws, attempted to encourage and direct in this matter.

Many resolutions adopted by various educational bodies in this State within the past few years might be cited on this subject, also many citations in previous reports might be made, but they would only consume space. Reference will be made only to pages 63 and 380 of the report of 1894-1896.

The Legislature would simply have to make provision

for the appointment of a commission of teachers to prescribe this course, then authorize its promulgation and enforcement, as was done in Chapter 5206, when the present Standard High School Course was adopted. That course needs to be amended and adapted to present lines of educational thought, and a similar course for the graded schools adopted and authorized.

12. PROVIDE FOR A COMMISSION TO RECAST AND CODIFY THE SCHOOL LAWS AND TO INVESTIGATE AND MAKE RECOMMENDATIONS AS TO THE ADOPTION OF A STATE FREE TEXT-BOOK SYSTEM, AND REPORT TO THE NEXT LEGISLATURE.

These questions will not be discussed here at all. But it is believed that there is enough in both these suggestions to justify ample appropriation to provide a suitable commission to discharge both these duties well. The school laws are a mass of patch work, containing much obsolete, meaningless and out of date stuff, and need to be overhauled and modernized and adopted as one whole. It is possible that there may be enough in a wisely conceived free text-book system to save to the State in one year many times the cost of a commission composed of good lawyers and capable educators—none other would be worth anything—to do the work.

CONTINGENT EXPENSES.

Below is a statement of the office Contingent Expenses, reported in compliance with Section 4, Chapter 6423:

1913.

Jan. 1—Balance in fund.....\$ 614.83

Bills approved by W. M.

Holloway prior to Jan.

7, 1913..... 132.04

Balance in Fund, Jan. 7, 1913.... \$ 482.79

1913.

| | | |
|-----------|---|----------|
| February. | A. McDougal, postage... | \$ 21.64 |
| " | Southern Express Co..... | .25 |
| " | Western Union Tel. Co... | 1.62 |
| " | F. M. Brumby, keys for office | 1.25 |
| " | Repairs on typewriter... | 12.45 |
| " | Madison Recorder, print- ing | 4.00 |
| " | T. J. Appleyard, printing | 8.41 |
| March. | A. McDougal, postage and envelopes..... | 76.00 |
| " | Western Union Tel. Co... | 2.10 |
| " | True Democrat, printing. | 22.20 |
| " | T. J. Appleyard, printing | 3.40 |
| " | Dan Allen, freight and drayage | 1.54 |
| " | Southern Express Co..... | * 12.32 |
| " | Collins Printing Co., printing | 8.00 |
| April. | A. McDougal, postage... | 7.16 |
| " | T. J. Appleyard, printing | 2.45 |
| " | Western Union Tel. Co... | .95 |
| " | A. & B. Dick Co., rotary School Registers..... | 430.00 |
| July 1. | H. & W. B. Drew Co., of- fice supplies..... | 4.50 |

| | | |
|------|---|-------|
| | mimeograph | 45.00 |
| May. | A. McDougal, postage and envelopes..... | 7.00 |
| " | True Democrat, printing. | 27.13 |
| " | T. J. Appleyard, printing | 5.00 |
| " | Yaegar-Bethel Hdw. Co., office supplies..... | 2.00 |
| " | Western Union Tel. Co.... | .81 |
| " | True Democrat, printing. | 55.00 |
| " | True Democrat, printing. | 87.10 |
| " | J. C. Byars, office supplies | .50 |
| " | Miss Mary Herring, type- writing | 3.75 |
| " | Examination questions... | 63.76 |

Total expenditures to June 30,

1913 \$ 482.79

1913.

| | | | |
|------|----|--|------------|
| July | 1. | Appropriation | \$2,000.00 |
| July | 1. | A. McDougal, postage and envelopes | \$ 51.29 |
| July | 1. | Western Union Tel. Co.... | 4.92 |
| July | 1. | True Democrat, 6,000 | |
| July | 1. | Western Union Tel. Co. (June bill)..... | 4.00 |
| July | 1. | J. F. Hill, office supplies.. | 3.00 |
| July | 1. | A. McDougal, postage.... | 6.31 |
| July | 1. | True Democrat, blanks for County School Boards.. | 180.52 |
| July | 1. | Underwood Typewriter Co., typewriters..... | 116.06 |
| Aug. | 1. | A. McDougal, postage.... | 6.12 |
| Aug. | 1. | Southern Express Co.... | .45 |
| Aug. | 1. | F. A. Hathaway, grading examination papers, Holmes County case.... | 16.00 |
| Aug. | 1. | Western Union Tel. Co.... | 1.17 |

| | | | |
|-------|----|---|-------|
| Aug. | 1. | True Democrat, blanks... | 16.15 |
| Sept. | 1. | A. McDougal, postage.... | 5.04 |
| Sept. | 1. | Underwood Typewriter Co., ribbons..... | 4.50 |
| Sept. | 1. | Southern Express Co..... | .75 |
| Sept. | 1. | Western Union Tel. Co.... | 6.34 |
| Sept. | 1. | True Democrat, printing blanks | 29.00 |
| Sept. | 1. | H. R. Kaufman, repairing typewriter | 1.25 |
| Oct. | 1. | A. McDougal, postage and envelopes | 80.05 |
| Oct. | 1. | T. J. Appleyard, printing blanks | 60.75 |
| Oct. | 1. | Examination Questions.... | 49.90 |
| Oct. | 1. | True Democrat, printing.. | 18.00 |
| Oct. | 1. | Ginn & Co., books..... | 4.50 |
| Oct. | 1. | George D. Barnard Co., of- fice supplies..... | 1.59 |
| Oct. | 1. | J. F. Hill, office supplies... | 5.45 |
| Oct. | 1. | Arthur Williams, grading examination papers in Holmes County case.... | 10.00 |

Total expenditures to Dec. 31,
1913

\$1,111.61

Balance in fund, Dec. 31, 1913...
1914.

\$ 888.39

| | | | |
|------|----|---|--------|
| Jan. | 1. | A. McDougal, postage.....\$ | 8.06 |
| Jan. | 1. | Southern Express Co..... | 1.03 |
| Jan. | 1. | Western Union Tel. Co.... | 2.16 |
| Jan. | 1. | Geo. D. Barnard Co., sta- tionery | 79.38 |
| Jan. | 1. | True Democrat, blanks.... | 116.10 |
| Jan. | 1. | Marshall Bruce Co., blank certificate books..... | 8.85 |

| | | | |
|------|----|--|--------|
| Jan. | 1. | Miss Kate Sullivan, special examination work..... | 6.00 |
| Jan. | 1. | Miss M. Herring, type-writing | 9.85 |
| Jan. | 1. | J. W. Corbett, office supplies | 1.00 |
| Jan. | 1. | Southern Express Co..... | .35 |
| Jan. | 1. | Western Union Tel. Co.... | 8.37 |
| Jan. | 1. | H. & W. B. Drew Co..... | 5.25 |
| Jan. | 1. | Miss Kate Sullivan, grading examination papers in Holmes County case.. | 10.00 |
| Jan. | 1. | Marshall & Bruce Co., blank certificate books.. | 55.00 |
| Jan. | 1. | A. McDougal, postage (December bill) | 6.08 |
| Jan. | 1. | A. McDougal, postage and envelopes (Nov. bill)... | 23.86 |
| Feb. | 1. | A. McDougal, postage (December bill) | 8.02 |
| Feb. | 1. | Western Union Tel. Co.... | 3.17 |
| Feb. | 1. | T. J. Appleyard, printing.. | .75 |
| Mar. | 1. | T. J. Appleyard, printing.. | 10.75 |
| Mar. | 1. | A. McDougal, postage..... | 73.95 |
| Mar. | 1. | Printing State and Special Examination Questions. | 24.00 |
| Mar. | 1. | Western Union Tel. Co.... | .81 |
| Mar. | 1. | True Democrat, printing blanks | 37.50 |
| Mar. | 1. | Mrs. DeRoches, stenographic work..... | 10.00 |
| Mar. | 1. | Mimeograph paper..... | 4.35 |
| Mar. | 1. | H. & W. B. Drew Co., School Registers..... | 113.37 |
| Mar. | 1. | True Democrat, printing.. | 21.25 |
| Apr. | 1. | A. McDougal, postage..... | 2.20 |

| | | |
|---------|---|--------|
| Apr. 1. | Francis Watson, ink and pads | 1.00 |
| Apr. 1. | Southern Express Co..... | .80 |
| Apr. 1. | Western Union Tel. Co.... | 3.40 |
| Apr. 1. | H. H. Bohler, painting sign | 3.00 |
| Apr. 1. | Mrs. F. DeRoches, stenographic work, Ft. Myers. | 15.00 |
| May 1. | A. McDougal, postage..... | 7.53 |
| May 1. | Dan Allen, drayage..... | 1.00 |
| May 1. | H. & W. B. Drew Co., mimeograph supplies..... | 3.14 |
| June 1. | Examination questions.... | 74.88 |
| June 1. | T. J. Appleyard, printing.. | 12.00 |
| June 1. | A. McDougal, postage.... | 9.20 |
| June 1. | Western Union Tel. Co.... | .56 |
| June 1. | True Democrat, printing.. | 131.00 |
| June 1. | J. W. Corbett, office supplies | 1.00 |

Total expenditures to June 30,

1914

\$ 914.96

\$1,803.35

July 1, 1914. Balance in fund.....\$ 196.65

CHAPTER III.

TABULATED STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1912-1913.

The school year with which this Chapter deals began July 1, 1912, and ended June 30, 1913.

No one not having made such Statistical Tables has any conception of the amount of labor their preparation costs. It is hoped that those taking the trouble to investigate the facts presented will be stimulated and encouraged by the school growth in every respect in Florida, especially when compared with similar showings by other Southern States.

The statistics presented in Table I. were carefully estimated from a comparison of the United States Census of 1900 and the school enrollment for the school year 1912-1913, and are approximately correct. All other facts are taken directly from the Annual Reports of County Superintendents, and are as reliable as are these reports.

The showing for the whole State is creditable in every particular and gives Florida a high rank among the States in public education.

A careful investigation will disclose a remarkable disparity among the counties in the support provided for the schools and in the apparent interest in public education. Certain counties rank well with the average of educational conditions in many of the best States of the United States, while the backwardness in other counties decreases the general average of the State.

By consulting the titles of the following Tables almost any desired educational fact may be readily found, though some items will be omitted in the statistics of this year which will be given in the next Chapter, because it is deemed sufficient to report such facts once in two years.

TABLE I.—Total Population and School Population, July, 1912.
Estimated from U. S. Census of 1910 and the School Enrollment of 1912.

| 1912-13. Counties. | Total Population. | | | School Population (6 to 21). | | |
|-----------------------|-------------------|---------|---------|---------------------------------|---------|---------|
| | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 833,385 | 506,527 | 326,858 | 264,710 | 161,140 | 103,570 |
| Alachua | 34,744 | 15,392 | 19,352 | 11,880 | 5,120 | 6,760 |
| Baker | 4,867 | 3,699 | 1,168 | 1,870 | 1,450 | 420 |
| Bay | 7,074 | 5,164 | 1,910 | 2,860 | 2,050 | 810 |
| Bradford | 15,133 | 10,896 | 4,237 | 5,560 | 4,190 | 1,370 |
| Brevard | 5,283 | 3,698 | 1,585 | 1,940 | 1,460 | 480 |
| Calhoun | 8,062 | 5,805 | 2,257 | 2,850 | 2,240 | 610 |
| Citrus | 7,087 | 3,271 | 3,816 | 1,960 | 1,310 | 650 |
| Clay | 6,728 | 4,037 | 2,691 | 2,020 | 1,340 | 680 |
| Columbia | 18,720 | 9,922 | 8,798 | 6,520 | 3,160 | 3,360 |
| Dade | 15,274 | 9,928 | 5,346 | 5,140 | 4,040 | 1,100 |
| DeSoto | 16,330 | 13,391 | 2,939 | 6,260 | 5,410 | 850 |
| Duval | 88,692 | 46,120 | 42,572 | 21,240 | 10,120 | 11,120 |
| Escambia | 40,689 | 25,227 | 15,462 | 11,270 | 6,910 | 4,360 |
| Franklin | 5,268 | 2,898 | 2,370 | 1,480 | 820 | 660 |
| Gadsden | 24,178 | 9,672 | 14,506 | 7,840 | 2,460 | 5,380 |
| Hamilton | 11,825 | 6,504 | 5,321 | 4,290 | 2,330 | 1,960 |
| Hernando | 5,375 | 2,690 | 2,685 | 1,620 | 740 | 880 |
| Hillsborough | 72,300 | 57,840 | 14,460 | 16,670 | 12,530 | 3,140 |
| Holmes | 12,481 | 11,233 | 1,248 | 4,250 | 3,980 | 270 |
| Jackson | 30,920 | 16,388 | 14,532 | 12,520 | 6,170 | 6,350 |
| Jefferson | 17,416 | 4,854 | 13,062 | 6,720 | 1,450 | 5,270 |
| LaFayette | 7,219 | 5,775 | 1,444 | 2,580 | 2,160 | 420 |
| Lake | 10,022 | 6,214 | 3,808 | 3,050 | 2,040 | 1,010 |
| Lee | 7,603 | 6,463 | 1,140 | 2,420 | 2,080 | 340 |
| Leon | 19,427 | 4,859 | 14,568 | 6,640 | 1,580 | 5,060 |
| Levy | 10,775 | 6,465 | 4,310 | 3,490 | 2,020 | 1,470 |
| Liberty | 5,254 | 3,153 | 2,101 | 1,830 | 1,020 | 810 |
| Madison | 17,257 | 7,766 | 9,491 | 6,470 | 3,150 | 3,320 |
| Manatee | 10,835 | 8,376 | 2,459 | 4,160 | 3,250 | 910 |
| Marion | 27,216 | 10,887 | 16,329 | 10,070 | 3,830 | 6,240 |
| Monroe | 22,426 | 16,371 | 6,055 | 6,970 | 5,240 | 1,730 |
| Nassau | 10,735 | 5,045 | 5,690 | 3,660 | 1,770 | 1,890 |
| Orange | 13,783 | 9,510 | 4,273 | 4,390 | 2,810 | 1,580 |
| Osceola | 6,168 | 5,120 | 1,048 | 2,280 | 1,870 | 410 |
| Palm Beach | 8,365 | 5,019 | 3,346 | 2,550 | 1,730 | 820 |
| Pasco | 7,862 | 5,346 | 2,516 | 2,620 | 2,120 | 500 |
| Pinellas | 24,100 | 20,244 | 3,856 | 5,850 | 4,680 | 1,170 |
| Polk | 28,688 | 19,795 | 8,893 | 9,210 | 7,170 | 2,040 |
| Putnam | 13,423 | 6,443 | 6,980 | 4,250 | 2,070 | 2,180 |
| St. Johns | 14,396 | 8,494 | 5,902 | 3,830 | 2,340 | 1,490 |
| St. Lucie | 7,102 | 5,540 | 1,562 | 1,980 | 1,550 | 430 |
| Santa Rosa | 16,037 | 11,547 | 4,490 | 5,950 | 4,740 | 1,210 |
| Seminole | 7,922 | 4,674 | 3,248 | 2,580 | 1,460 | 1,120 |
| Sumter | 6,830 | 4,554 | 2,276 | 2,860 | 1,910 | 950 |
| Suwannee | 19,644 | 11,294 | 8,350 | 7,560 | 4,040 | 3,520 |
| Taylor | 8,168 | 5,146 | 3,022 | 2,640 | 2,190 | 450 |
| Volusia | 18,656 | 11,194 | 7,462 | 5,230 | 3,180 | 2,050 |
| Wakulla | 4,802 | 2,418 | 2,384 | 1,910 | 920 | 990 |
| Walton | 18,435 | 12,905 | 5,530 | 5,890 | 4,420 | 1,470 |
| Washington | 11,789 | 7,781 | 4,008 | 5,030 | 3,520 | 1,510 |

TABLE II.—(a) Number of Schools Taught; (b) Average Length of Term in Days; (c) Aggregate Number of Days Schooling Given.

| 1912-13. Counties. | Number of Schools. | | | Average Length of Term. | | | Aggregate Number of Days Schooling Given. | | |
|-----------------------|-----------------------|--------|--------|-------------------------------|--------|--------|--|------------|-----------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 2,749 | 1,960 | 789 | 120 | 134 | 96 | 14,211,479 | 10,017,994 | 4,193,485 |
| Alachua | 111 | 69 | 42 | 117 | 143 | 88 | 630,625 | 402,209 | 228,416 |
| Baker | 36 | 31 | 5 | 110 | 118 | 79 | 102,074 | 87,588 | 14,486 |
| *Bay | 51 | 42 | 9 | 105 | 107 | 97 | 225,729 | 180,417 | 45,312 |
| Bradford | 30 | 24 | 6 | 131 | 146 | 79 | 121,880 | 101,687 | 20,193 |
| Brevard | 56 | 43 | 13 | 111 | 119 | 81 | 136,762 | 111,326 | 25,436 |
| Calhoun | 25 | 21 | 4 | 128 | 138 | 80 | 112,860 | 100,540 | 12,320 |
| Citrus | 38 | 33 | 5 | 127 | 132 | 116 | 109,517 | 86,087 | 23,430 |
| Clay | 81 | 52 | 29 | 98 | 110 | 86 | 290,761 | 159,729 | 131,032 |
| Columbia | 38 | 30 | 8 | 157 | 160 | 147 | 389,186 | 313,187 | 75,999 |
| Dade | 77 | 73 | 4 | 127 | 129 | 104 | 390,223 | 368,061 | 22,162 |
| DeSoto | 83 | 48 | 35 | 141 | 158 | 105 | 1,196,099 | 889,616 | 306,483 |
| Duval | 76 | 52 | 24 | 137 | 145 | 121 | 685,368 | 481,282 | 204,086 |
| Escambia | 8 | 6 | 2 | 136 | 157 | 110 | 84,571 | 54,179 | 30,392 |
| Franklin | 67 | 29 | 38 | 90 | 123 | 68 | 288,055 | 156,480 | 131,575 |
| Gadsden | 59 | 44 | 15 | 88 | 104 | 65 | 169,990 | 120,581 | 49,409 |
| Hamilton | 27 | 19 | 8 | 127 | 148 | 92 | 99,438 | 72,450 | 26,988 |
| Hernando | 90 | 73 | 17 | 149 | 153 | 139 | 1,130,835 | 950,886 | 179,949 |
| Hillsboro | 53 | 49 | 4 | 80 | 81 | 73 | 144,919 | 135,628 | 9,291 |
| Holmes | 130 | 80 | 50 | 105 | 112 | 82 | 566,469 | 292,354 | 274,115 |
| Jackson | 59 | 20 | 39 | 90 | 135 | 78 | 275,110 | 82,609 | 192,501 |
| Jefferson | 49 | 44 | 5 | 90 | 91 | 87 | 92,386 | 78,196 | 14,190 |
| LaFayette | 50 | 38 | 12 | 131 | 139 | 115 | 191,285 | 145,838 | 45,447 |
| Lake | 32 | 31 | 1 | 118 | 118 | 121 | 138,109 | 126,147 | 11,962 |
| Lee | 78 | 34 | 44 | 96 | 140 | 85 | 528,657 | 117,119 | 401,538 |
| Leon | 58 | 44 | 14 | 124 | 130 | 113 | 179,546 | 118,543 | 61,003 |
| Levy | 18 | 5 | 13 | 115 | 130 | 82 | 67,781 | 52,524 | 15,257 |
| Liberty | 95 | 56 | 39 | 85 | 137 | 50 | 305,586 | 200,600 | 104,986 |
| Madison | 46 | 42 | 4 | 125 | 136 | 100 | 251,404 | 225,007 | 26,397 |
| Manatee | 116 | 66 | 50 | 120 | 139 | 106 | 576,946 | 273,524 | 303,422 |
| Marion | 9 | 8 | 1 | 157 | 154 | 160 | 191,741 | 139,138 | 52,603 |
| Monroe | 56 | 40 | 16 | 120 | 116 | 126 | 205,179 | 111,619 | 93,560 |
| Nassau | 70 | 45 | 25 | 139 | 151 | 116 | 459,292 | 318,320 | 140,972 |
| Orange | 22 | 20 | 2 | 145 | 148 | 125 | 167,714 | 148,294 | 19,420 |
| Osceola | 24 | 15 | 9 | 148 | 161 | 122 | 179,561 | 128,578 | 50,983 |
| Palm Beach | 42 | 33 | 9 | 134 | 143 | 94 | 163,447 | 140,259 | 23,188 |
| Pasco | 25 | 21 | 4 | 146 | 159 | 89 | 369,493 | 328,648 | 40,845 |
| Pinellas | 92 | 78 | 14 | 133 | 133 | 134 | 578,280 | 476,183 | 102,097 |
| Polk | 61 | 37 | 24 | 119 | 130 | 106 | 244,850 | 136,817 | 108,033 |
| Putnam | 31 | 23 | 8 | 143 | 142 | 145 | 227,925 | 155,723 | 72,202 |
| St. Johns | 29 | 24 | 5 | 140 | 148 | 106 | 121,745 | 104,669 | 17,076 |
| St. Lucie | 93 | 81 | 12 | 113 | 147 | 98 | 273,576 | 233,293 | 40,283 |
| Santa Rosa | 33 | 23 | 10 | 116 | 145 | 100 | 176,363 | 132,901 | 43,462 |
| **Seminole | 102 | 69 | 33 | 82 | 89 | 72 | 265,016 | 166,972 | 98,044 |
| Sumter | 39 | 37 | 2 | 102 | 107 | 80 | 86,350 | 74,039 | 12,311 |
| Suwannee | 53 | 37 | 16 | 138 | 152 | 112 | 380,124 | 277,630 | 102,494 |
| Taylor | 38 | 24 | 14 | 108 | 141 | 90 | 107,724 | 56,704 | 51,020 |
| Volusia | 83 | 71 | 12 | 87 | 91 | 72 | 203,463 | 170,619 | 32,844 |
| Wakulla | 110 | 76 | 34 | 106 | 111 | 95 | 327,465 | 233,194 | 94,271 |
| Washington | | | | | | | | | |

*Reported with Washington County.

**Reported with Orange County.

TABLE III.—Enrollment of Pupils by Race and Sex.

| 1912-13. Counties. | Enrollment. | | | | | | |
|-----------------------|-------------|---------|--------|-----------------|-------------------|-----------------|-------------------|
| | Both. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. |
| The State | 164,727 | 106,777 | 57,950 | 53,741 | 53,036 | 26,277 | 31,673 |
| Alachua | 7,137 | 3,805 | 3,332 | 1,909 | 1,896 | 1,473 | 1,859 |
| Baker | 1,403 | 1,178 | 225 | 625 | 553 | 113 | 112 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 3,190 | 2,482 | 708 | 1,289 | 1,193 | 333 | 375 |
| Brevard | 1,303 | 980 | 323 | 481 | 409 | 149 | 174 |
| Calhoun | 1,871 | 1,456 | 415 | 746 | 710 | 177 | 238 |
| Citrus | 1,142 | 943 | 199 | 463 | 480 | 88 | 111 |
| Clay | 1,310 | 1,008 | 302 | 517 | 491 | 126 | 176 |
| Columbia | 4,157 | 2,070 | 2,087 | 1,082 | 988 | 947 | 1,140 |
| Dade | 3,320 | 2,650 | 670 | 1,318 | 1,332 | 326 | 344 |
| DeSoto | 4,082 | 3,802 | 280 | 1,939 | 1,863 | 133 | 147 |
| Duval | 11,247 | 7,358 | 3,889 | 3,609 | 3,749 | 1,730 | 2,159 |
| Escambia | 6,807 | 4,624 | 2,183 | 2,226 | 2,398 | 900 | 1,283 |
| Franklin | 810 | 472 | 338 | 211 | 261 | 138 | 200 |
| Gadsden | 4,478 | 1,747 | 2,731 | 905 | 842 | 1,204 | 1,527 |
| Hamilton | 2,441 | 1,527 | 914 | 782 | 745 | 412 | 502 |
| Hernando | 1,186 | 761 | 425 | 373 | 388 | 198 | 227 |
| Hillsboro | 9,632 | 8,044 | 1,588 | 4,032 | 4,012 | 702 | 886 |
| Holmes | 2,794 | 2,638 | 156 | 1,358 | 1,280 | 80 | 76 |
| Jackson | 8,249 | 4,314 | 3,935 | 2,162 | 2,152 | 1,844 | 2,091 |
| Jefferson | 4,013 | 902 | 3,111 | 464 | 438 | 1,498 | 1,638 |
| LaFayette | 1,614 | 1,395 | 219 | 738 | 657 | 101 | 118 |
| Lake | 2,211 | 1,583 | 628 | 778 | 805 | 229 | 329 |
| Lee | 1,462 | 1,336 | 126 | 666 | 670 | 62 | 64 |
| Leon | 6,753 | 1,248 | 5,505 | 654 | 594 | 2,518 | 2,987 |
| Levy | 2,160 | 1,387 | 773 | 687 | 700 | 363 | 410 |
| Liberty | 953 | 687 | 266 | 354 | 333 | 112 | 154 |
| Madison | 5,104 | 2,290 | 2,814 | 1,159 | 1,131 | 1,291 | 1,523 |
| Manatee | 2,586 | 2,232 | 354 | 1,086 | 1,146 | 159 | 195 |
| Marion | 6,885 | 2,757 | 4,128 | 1,423 | 1,334 | 1,902 | 2,226 |
| Monroe | 2,033 | 1,537 | 496 | 786 | 751 | 221 | 275 |
| Nassau | 2,279 | 1,295 | 984 | 636 | 659 | 428 | 556 |
| Orange | 4,472 | 2,802 | 1,670 | 1,412 | 1,390 | 789 | 881 |
| Osceola | 1,491 | 1,287 | 204 | 659 | 628 | 102 | 102 |
| Palm Beach | 1,726 | 1,137 | 589 | 544 | 593 | 283 | 306 |
| Pasco | 1,852 | 1,483 | 369 | 736 | 747 | 170 | 199 |
| Pinellas | 3,263 | 2,741 | 522 | 1,321 | 1,420 | 210 | 312 |
| Polk | 6,028 | 5,065 | 963 | 2,564 | 2,501 | 440 | 523 |
| Putnam | 2,980 | 1,558 | 1,422 | 796 | 762 | 638 | 784 |
| St. Johns | 2,131 | 1,451 | 680 | 742 | 709 | 302 | 378 |
| St. Lucie | 1,204 | 991 | 213 | 489 | 502 | 94 | 119 |
| Santa Rosa | 3,586 | 2,969 | 617 | 1,507 | 1,462 | 268 | 349 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 1,903 | 1,284 | 619 | 658 | 626 | 312 | 307 |
| Suwannee | 4,906 | 2,906 | 2,000 | 1,498 | 1,408 | 906 | 1,094 |
| Taylor | 1,382 | 1,185 | 197 | 626 | 559 | 100 | 97 |
| Volusia | 3,641 | 2,464 | 1,177 | 1,226 | 1,238 | 558 | 619 |
| Wakulla | 1,498 | 718 | 780 | 348 | 370 | 352 | 428 |
| Walton | 3,394 | 2,835 | 559 | 1,452 | 1,383 | 249 | 310 |
| Washington | 4,658 | 3,393 | 1,265 | 1,705 | 1,688 | 547 | 718 |

*Reported with Washington County.

**Reported with Orange County.

TABLE IV.—(a) Average Daily Attendance of Pupils; (b) Percentage of Enrolled in Daily Attendance.

| 1912-13. Counties. | Average Daily Attendance. | | | | | | Per- centage. | | |
|-----------------------|---------------------------|--------|--------|-----------------|-------------------|-----------------|-------------------|-------|------------------|
| | Both Races. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. | Both. | White. Negro. |
| The State | 118,630 | 74,979 | 43,651 | 37,223 | 37,756 | 19,553 | 24,098 | 72 | 70 75 |
| Alachua | 5,399 | 2,804 | 2,595 | 1,395 | 1,409 | 1,139 | 1,456 | 76 | 74 78 |
| Baker | 924 | 740 | 184 | 392 | 348 | 77 | 107 | 66 | 63 81 |
| Bay | 1,331 | 980 | 351 | 489 | 491 | 138 | 213 | 66 | 62 77 |
| Bradford | 2,154 | 1,686 | 468 | 871 | 815 | 220 | 248 | 67 | 68 66 |
| Brevard | 933 | 677 | 256 | 323 | 354 | 120 | 136 | 77 | 69 82 |
| Calhoun | 1,224 | 930 | 294 | 478 | 452 | 121 | 173 | 65 | 64 71 |
| Citrus | 880 | 726 | 154 | 353 | 373 | 70 | 84 | 77 | 77 77 |
| Clay | 864 | 662 | 202 | 349 | 313 | 87 | 115 | 67 | 66 67 |
| Columbia | 2,981 | 1,449 | 1,532 | 749 | 700 | 698 | 834 | 72 | 70 73 |
| Dade | 2,473 | 1,958 | 515 | 941 | 1,017 | 246 | 269 | 74 | 74 77 |
| DeSoto | 3,072 | 2,858 | 214 | 1,448 | 1,410 | 102 | 112 | 75 | 75 75 |
| Duval | 8,508 | 5,578 | 2,930 | 2,695 | 2,883 | 1,278 | 1,652 | 76 | 76 75 |
| Escambia | 5,005 | 3,315 | 1,690 | 1,582 | 1,733 | 688 | 1,002 | 73 | 72 78 |
| Franklin | 622 | 345 | 277 | 154 | 191 | 114 | 163 | 77 | 73 83 |
| Gadsden | 3,200 | 1,276 | 1,924 | 655 | 621 | 839 | 1,085 | 71 | 73 70 |
| Hamilton | 1,930 | 1,165 | 765 | 607 | 588 | 342 | 423 | 79 | 76 83 |
| Hernando | 785 | 491 | 294 | 225 | 266 | 154 | 140 | 66 | 65 69 |
| Hillsborough | 7,583 | 6,275 | 1,308 | 3,101 | 3,174 | 575 | 733 | 79 | 78 82 |
| Holmes | 1,809 | 1,681 | 128 | 949 | 732 | 65 | 63 | 65 | 64 82 |
| Jackson | 5,392 | 2,619 | 2,773 | 1,280 | 1,339 | 1,292 | 1,481 | 65 | 61 70 |
| Jefferson | 3,050 | 612 | 2,438 | 310 | 302 | 1,123 | 1,315 | 76 | 67 78 |
| LaFayette | 1,022 | 859 | 163 | 438 | 421 | 82 | 81 | 63 | 62 74 |
| Lake | 1,462 | 1,067 | 395 | 516 | 551 | 187 | 208 | 66 | 67 63 |
| Lee | 1,168 | 1,069 | 99 | 529 | 540 | 50 | 49 | 80 | 80 79 |
| Leon | 5,534 | 836 | 4,698 | 434 | 402 | 2,149 | 2,549 | 82 | 67 85 |
| Levy | 1,453 | 915 | 538 | 455 | 460 | 253 | 285 | 67 | 66 70 |
| Liberty | 589 | 402 | 187 | 200 | 202 | 79 | 108 | 62 | 60 70 |
| Madison | 3,582 | 1,469 | 2,113 | 707 | 762 | 977 | 1,136 | 70 | 64 75 |
| Manatee | 1,921 | 1,656 | 265 | 787 | 869 | 120 | 145 | 75 | 75 75 |
| Marion | 4,828 | 1,966 | 2,862 | 988 | 787 | 1,296 | 1,566 | 70 | 71 69 |
| Monroe | 1,222 | 893 | 329 | 431 | 462 | 150 | 179 | 60 | 52 88 |
| Nassau | 1,710 | 966 | 744 | 453 | 513 | 312 | 432 | 75 | 77 75 |
| Orange | 1,972 | 1,336 | 636 | 678 | 658 | 267 | 369 | 74 | 75 73 |
| Osceola | 1,161 | 1,001 | 160 | 506 | 495 | 81 | 79 | 77 | 77 78 |
| Palm Beach | 1,213 | 797 | 416 | 368 | 429 | 194 | 222 | 70 | 70 70 |
| Pasco | 1,217 | 982 | 235 | 467 | 515 | 109 | 126 | 66 | 60 90 |
| Pinellas | 2,533 | 2,073 | 460 | 966 | 1,107 | 174 | 286 | 77 | 76 88 |
| Polk | 4,356 | 3,592 | 764 | 1,772 | 1,820 | 349 | 415 | 78 | 71 80 |
| Putnam | 2,066 | 1,051 | 1,015 | 536 | 515 | 456 | 559 | 69 | 67 71 |
| St. Johns | 1,593 | 1,095 | 498 | 555 | 540 | 217 | 281 | 75 | 75 73 |
| St. Lucie | 869 | 708 | 161 | 350 | 358 | 69 | 92 | 72 | 71 75 |
| Santa Rosa | 2,407 | 1,996 | 411 | 997 | 999 | 172 | 239 | 67 | 67 67 |
| Seminole | 1,347 | 772 | 575 | 397 | 375 | 268 | 307 | 74 | 75 73 |
| Sumter | 1,347 | 913 | 434 | 460 | 453 | 218 | 216 | 71 | 71 70 |
| Suwannee | 3,248 | 1,885 | 1,363 | 950 | 935 | 616 | 747 | 66 | 64 68 |
| Taylor | 846 | 692 | 154 | 349 | 343 | 78 | 76 | 61 | 60 78 |
| Volusia | 2,750 | 1,824 | 926 | 872 | 952 | 435 | 491 | 76 | 75 79 |
| Wakulla | 996 | 431 | 565 | 212 | 219 | 253 | 312 | 66 | 60 72 |
| Walton | 2,332 | 1,877 | 455 | 940 | 937 | 205 | 250 | 69 | 68 81 |
| Washington | 1,767 | 1,129 | 638 | 564 | 565 | 249 | 339 | 66 | 62 77 |

*Too large, due to padded reports by negro teachers in several counties.

TABLE V.—Educational Status of Pupils Enrolled.
PART I.—Chart. First and Second Grades.

| 1912-13. Counties. | Chart. | | | First Grade. | | | Second Grade. | | |
|-----------------------|--------|--------|--------|--------------|--------|--------|---------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State..... | 24,113 | 10,670 | 13,443 | 27,884 | 15,299 | 12,675 | 23,444 | 13,423 | 10,021 |
| Alachua | 1,252 | 323 | 929 | 1,082 | 480 | 602 | 1,028 | 492 | 536 |
| Baker | 320 | 247 | 73 | 235 | 165 | 70 | 117 | 91 | 26 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 527 | 348 | 179 | 435 | 367 | 168 | 423 | 325 | 98 |
| Brevard | 108 | 53 | 55 | 176 | 125 | 51 | 154 | 96 | 58 |
| Calhoun | 303 | 197 | 106 | 323 | 183 | 140 | 249 | 170 | 79 |
| Citrus | 163 | 108 | 53 | 168 | 113 | 55 | 141 | 118 | 23 |
| Clay | 246 | 141 | 105 | 183 | 145 | 38 | 159 | 118 | 41 |
| Columbia | 766 | 121 | 645 | 735 | 356 | 379 | 471 | 206 | 265 |
| Dade | 391 | 287 | 104 | 428 | 337 | 91 | 445 | 349 | 96 |
| DeSoto | 391 | 306 | 85 | 565 | 518 | 47 | 471 | 428 | 43 |
| Duval | 730 | 185 | 545 | 1,830 | 867 | 963 | 1,910 | 1,099 | 811 |
| Escambia | 405 | 235 | 170 | 1,402 | 919 | 483 | 1,017 | 620 | 397 |
| Franklin | 144 | 62 | 82 | 95 | 56 | 39 | 103 | 55 | 48 |
| Gadsden | 801 | 179 | 622 | 919 | 258 | 661 | 646 | 181 | 465 |
| Hamilton | 413 | 138 | 275 | 432 | 265 | 167 | 359 | 173 | 186 |
| Hernando | 205 | 97 | 108 | 185 | 79 | 106 | 139 | 80 | 59 |
| Hillsboro | 1,387 | 1,120 | 267 | 1,554 | 1,128 | 426 | 1,382 | 1,153 | 229 |
| Holmes | 325 | 286 | 39 | 417 | 384 | 33 | 365 | 341 | 24 |
| Jackson | 1,242 | 538 | 704 | 1,938 | 686 | 1,252 | 1,363 | 657 | 706 |
| Jefferson | 507 | 43 | 464 | 862 | 153 | 709 | 732 | 100 | 632 |
| LaFayette | 303 | 234 | 69 | 224 | 181 | 43 | 220 | 186 | 34 |
| Lake | 313 | 146 | 173 | 259 | 169 | 90 | 264 | 165 | 99 |
| Lee | 157 | 123 | 34 | 232 | 213 | 19 | 192 | 176 | 16 |
| Leon | 1,407 | 161 | 1,246 | 1,290 | 164 | 1,126 | 1,093 | 133 | 960 |
| Levy | 407 | 195 | 212 | 317 | 154 | 163 | 272 | 138 | 134 |
| Liberty | 186 | 103 | 83 | 121 | 72 | 49 | 166 | 124 | 42 |
| Madison | 1,157 | 275 | 882 | 954 | 300 | 654 | 694 | 241 | 453 |
| Manatee | 413 | 281 | 132 | 270 | 211 | 59 | 345 | 290 | 55 |
| Marion | 1,442 | 239 | 1,203 | 1,276 | 359 | 917 | 1,036 | 329 | 697 |
| Monroe | 514 | 387 | 127 | 462 | 313 | 149 | 389 | 333 | 56 |
| Nassau | 448 | 189 | 259 | 336 | 162 | 173 | 334 | 188 | 146 |
| Orange | 450 | 90 | 360 | 729 | 405 | 324 | 634 | 351 | 283 |
| Osceola | 189 | 157 | 32 | 167 | 128 | 39 | 182 | 149 | 33 |
| Palm Beach | 181 | 102 | 79 | 249 | 136 | 113 | 215 | 124 | 91 |
| Pasco | 256 | 140 | 116 | 257 | 175 | 82 | 214 | 153 | 61 |
| Pinellas ..... | ..... | ..... | ..... | 713 | 488 | 225 | 343 | 253 | 90 |
| Polk | 645 | 417 | 228 | 928 | 748 | 180 | 738 | 553 | 185 |
| Putnam | 606 | 209 | 397 | 399 | 174 | 225 | 651 | 157 | 494 |
| St. Johns | 220 | 103 | 117 | 283 | 170 | 113 | 319 | 195 | 124 |
| St. Lucie | 91 | 61 | 30 | 203 | 155 | 48 | 149 | 111 | 38 |
| Santa Rosa | 493 | 339 | 154 | 643 | 491 | 152 | 518 | 405 | 113 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 253 | 96 | 157 | 270 | 162 | 108 | 291 | 173 | 118 |
| Suwannee | 1,097 | 397 | 701 | 754 | 400 | 354 | 630 | 339 | 291 |
| Taylor | 203 | 133 | 70 | 284 | 217 | 67 | 210 | 178 | 32 |
| Volusia | 522 | 181 | 341 | 568 | 389 | 179 | 438 | 290 | 148 |
| Wakulla | 183 | 56 | 127 | 313 | 123 | 190 | 203 | 86 | 117 |
| Walton | 449 | 359 | 90 | 633 | 470 | 163 | 426 | 341 | 86 |
| Washington | 904 | 484 | 420 | 780 | 495 | 285 | 604 | 400 | 204 |

*Reported with Washington County.

**Reported with Orange County.

TABLE V.—Educational Status of Pupils Enrolled.
PART II.—Third, Fourth, and Fifth Grades.

| 1912-13. Counties. | Third Grade. | | | Fourth Grade. | | | Fifth Grade. | | |
|-----------------------|--------------|--------|--------|---------------|--------|--------|--------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 21,371 | 13,349 | 8,022 | 19,653 | 13,264 | 6,389 | 17,009 | 12,813 | 4,196 |
| Alachua | 903 | 462 | 441 | 844 | 462 | 382 | 638 | 403 | 235 |
| Baker | 156 | 142 | 14 | 202 | 181 | 21 | 130 | 120 | 10 |
| *Bay | | | | | | | | | |
| Bradford | 472 | 369 | 103 | 406 | 315 | 91 | 366 | 310 | 56 |
| Brevard | 204 | 151 | 53 | 151 | 111 | 40 | 125 | 91 | 34 |
| Calhoun | 228 | 179 | 49 | 222 | 197 | 25 | 125 | 116 | 9 |
| Citrus | 147 | 105 | 42 | 157 | 131 | 26 | 94 | 94 | ... |
| Clay | 153 | 109 | 44 | 154 | 123 | 31 | 128 | 100 | 28 |
| Columbia | 480 | 230 | 250 | 464 | 232 | 232 | 450 | 285 | 165 |
| Dade | 437 | 343 | 94 | 401 | 322 | 79 | 327 | 281 | 46 |
| DeSoto | 447 | 412 | 35 | 517 | 480 | 37 | 473 | 460 | 13 |
| Duval | 1,778 | 1,225 | 553 | 1,293 | 877 | 416 | 1,788 | 1,482 | 306 |
| Escambia | 968 | 647 | 321 | 948 | 666 | 282 | 764 | 512 | 252 |
| Franklin | 130 | 56 | 74 | 81 | 59 | 22 | 78 | 41 | 37 |
| Gadsden | 608 | 225 | 383 | 536 | 221 | 315 | 471 | 231 | 240 |
| Hamilton | 300 | 180 | 120 | 248 | 185 | 63 | 202 | 142 | 60 |
| Hernando | 124 | 78 | 46 | 139 | 85 | 54 | 120 | 83 | 37 |
| Hillsboro | 1,421 | 989 | 432 | 1,108 | 949 | 159 | 902 | 795 | 107 |
| Holmes | 389 | 366 | 23 | 369 | 349 | 20 | 331 | 323 | 8 |
| Jackson | 994 | 532 | 462 | 895 | 486 | 409 | 662 | 392 | 270 |
| Jefferson | 552 | 106 | 446 | 547 | 135 | 412 | 363 | 72 | 291 |
| LaFayette | 180 | 150 | 30 | 197 | 171 | 26 | 188 | 179 | 9 |
| Lake | 247 | 159 | 88 | 294 | 215 | 79 | 243 | 194 | 49 |
| Lee | 212 | 183 | 29 | 169 | 157 | 12 | 247 | 135 | 12 |
| Leon | 912 | 139 | 773 | 746 | 124 | 622 | 665 | 166 | 499 |
| Levy | 292 | 191 | 101 | 209 | 149 | 60 | 235 | 189 | 46 |
| Liberty | 122 | 80 | 42 | 104 | 76 | 28 | 81 | 69 | 12 |
| Madison | 681 | 265 | 416 | 544 | 287 | 257 | 388 | 274 | 114 |
| Manatee | 337 | 284 | 53 | 324 | 302 | 22 | 314 | 283 | 31 |
| Marion | 819 | 346 | 473 | 738 | 349 | 389 | 506 | 281 | 225 |
| Monroe | 291 | 222 | 69 | 144 | 104 | 40 | 106 | 90 | 16 |
| Nassau | 364 | 199 | 165 | 285 | 200 | 85 | 185 | 137 | 48 |
| Orange | 644 | 304 | 240 | 547 | 334 | 213 | 311 | 311 | ... |
| Osceola | 184 | 157 | 27 | 203 | 172 | 31 | 180 | 152 | 28 |
| Palm Beach | 245 | 131 | 114 | 225 | 144 | 81 | 183 | 117 | 66 |
| Pasco | 188 | 124 | 64 | 211 | 191 | 20 | 169 | 146 | 23 |
| Pinellas | 298 | 232 | 64 | 419 | 344 | 75 | 481 | 454 | 27 |
| Polk | 612 | 600 | 112 | 673 | 573 | 100 | 659 | 601 | 58 |
| Putnam | 366 | 179 | 187 | 351 | 177 | 174 | 317 | 198 | 119 |
| St. Johns | 269 | 201 | 68 | 260 | 203 | 57 | 250 | 160 | 90 |
| St. Lucie | 121 | 93 | 28 | 157 | 125 | 32 | 133 | 113 | 20 |
| Santa Rosa | 550 | 458 | 92 | 569 | 502 | 67 | 428 | 396 | 32 |
| **Seminole | | | | | | | | | |
| Sumter | 243 | 167 | 76 | 209 | 137 | 72 | 200 | 159 | 41 |
| Suwannee | 515 | 295 | 220 | 511 | 317 | 194 | 498 | 388 | 110 |
| Taylor | 176 | 152 | 24 | 191 | 183 | 8 | 136 | 131 | 5 |
| Volusia | 405 | 285 | 120 | 493 | 300 | 193 | 356 | 279 | 77 |
| Wakulla | 187 | 83 | 104 | 190 | 84 | 106 | 156 | 91 | 65 |
| Walton | 422 | 351 | 71 | 427 | 365 | 62 | 418 | 353 | 65 |
| Washington | 598 | 413 | 185 | 581 | 415 | 166 | 439 | 434 | 105 |

*Reported with Washington County.

**Reported with Orange County.

TABLE V.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh, and Eighth Grades.

| 1912-13. Counties. | Sixth Grade. | | | Seventh Grade. | | | Eighth Grade. | | |
|-----------------------|--------------|--------|--------|----------------|--------|--------|---------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 11,839 | 9,796 | 2,043 | 7,385 | 6,548 | 837 | 5,343 | 4,986 | 357 |
| Alachua | 554 | 438 | 116 | 256 | 206 | 50 | 359 | 331 | 28 |
| Baker | 115 | 104 | 11 | 63 | 63 | ..... | 36 | 36 | ..... |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 331 | 365 | 16 | 21 | 21 | ..... | 42 | 42 | ..... |
| Brevard | 108 | 90 | 18 | 86 | 77 | 9 | 76 | 71 | 5 |
| Calhoun | 145 | 140 | 5 | 123 | 123 | ..... | 79 | 79 | ..... |
| Citrus | 102 | 102 | ..... | 87 | 87 | ..... | 51 | 51 | ..... |
| Clay | 105 | 96 | 9 | 76 | 74 | 2 | 74 | 74 | ..... |
| Columbia | 337 | 215 | 122 | 218 | 199 | 19 | 148 | 138 | 10 |
| Dade | 212 | 183 | 29 | 173 | 157 | 16 | 131 | 131 | ..... |
| DeSoto | 451 | 431 | 20 | 322 | 332 | ..... | 220 | 220 | ..... |
| Duval | 704 | 532 | 172 | 449 | 365 | 84 | 225 | 215 | 10 |
| Escambia | 471 | 381 | 90 | 340 | 278 | 62 | 210 | 160 | 50 |
| Franklin | 53 | 29 | 24 | 41 | 33 | 8 | 31 | 27 | 4 |
| Gadsden | 202 | 159 | 43 | 90 | 90 | ..... | 85 | 85 | ..... |
| Hamilton | 187 | 154 | 33 | 116 | 111 | 5 | 75 | 70 | 5 |
| Hernando | 86 | 77 | 9 | 75 | 71 | 4 | 62 | 50 | 2 |
| Hillsboro. | 731 | 643 | 88 | 420 | 382 | 38 | 342 | 325 | 17 |
| Holmes | 263 | 254 | 9 | 168 | 168 | ..... | 116 | 116 | ..... |
| Jackson | 576 | 452 | 124 | 286 | 278 | 8 | 150 | 150 | ..... |
| Jefferson | 279 | 92 | 187 | 109 | 61 | 48 | 64 | 49 | 15 |
| LaFayette | 216 | 208 | 8 | 20 | 20 | ..... | 10 | 10 | ..... |
| Lake | 239 | 189 | 50 | 121 | 121 | ..... | 93 | 93 | ..... |
| Lee | 99 | 95 | 4 | 88 | 88 | ..... | 87 | 87 | ..... |
| Leon | 212 | 106 | 106 | 172 | 102 | 70 | 125 | 65 | 60 |
| Levy | 155 | 123 | 32 | 126 | 109 | 17 | 87 | 79 | 8 |
| Liberty | 66 | 60 | 6 | 58 | 56 | 2 | 38 | 36 | 2 |
| Madison | 223 | 190 | 33 | 135 | 130 | 5 | 189 | 189 | ..... |
| Manatee | 153 | 151 | 2 | 126 | 126 | ..... | 105 | 105 | ..... |
| Marion | 326 | 210 | 116 | 295 | 187 | 108 | 141 | 141 | ..... |
| Monroe | 70 | 51 | 19 | 65 | 53 | 12 | 52 | 44 | 8 |
| Nassau | 150 | 100 | 50 | 79 | 54 | 25 | 45 | 26 | 19 |
| Orange | 341 | 241 | 100 | 319 | 228 | 91 | 214 | 205 | 59 |
| Osceola | 138 | 124 | 14 | 52 | 52 | ..... | 53 | 53 | ..... |
| Palm Beach | 135 | 115 | 20 | 111 | 97 | 14 | 76 | 69 | 7 |
| Pasco | 131 | 128 | 3 | 106 | 106 | ..... | 90 | 90 | ..... |
| Pinellas | 160 | 151 | 9 | 225 | 218 | 7 | 198 | 190 | 8 |
| Polk | 452 | 391 | 61 | 477 | 338 | 39 | 281 | 281 | ..... |
| Putnam | 214 | 157 | 57 | 150 | 117 | 33 | 119 | 91 | 28 |
| St. Johns | 220 | 220 | ..... | 52 | 52 | ..... | 51 | 51 | ..... |
| St. Lucie | 103 | 94 | 9 | 71 | 63 | 8 | 58 | 58 | ..... |
| Santa Rosa | 170 | 163 | 7 | 128 | 128 | ..... | 67 | 67 | ..... |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 124 | 98 | 26 | 105 | 84 | 21 | 69 | 69 | ..... |
| Suwannee | 331 | 326 | 5 | 226 | 221 | 5 | 156 | 156 | ..... |
| Taylor | 81 | 81 | ..... | 62 | 62 | ..... | 31 | 31 | ..... |
| Volusia | 310 | 245 | 65 | 186 | 175 | 11 | 134 | 121 | 13 |
| Wakulla | 160 | 98 | 62 | 72 | 63 | 9 | 34 | 34 | ..... |
| Walton | 316 | 301 | 15 | 137 | 130 | 7 | 81 | 81 | ..... |
| Washington | 482 | 443 | 39 | 102 | 102 | ..... | 93 | 93 | ..... |

* Reported with Washington County.

**Reported with Orange County.

TABLE V.—Educational Status of Pupils Enrolled.
PART IV—Ninth, Tenth, Eleventh, and Twelfth Grades.

| 1912-13. Counties. | 9th Grade. | | | 10th Grade. | | | 11th Grade. | | | 12th Grade. | | |
|-----------------------|------------|--------|--------|-------------|--------|--------|-------------|--------|--------|-------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State..... | 2,961 | 2,833 | 128 | 1,926 | 1,856 | 70 | 1,119 | 1,079 | 40 | 675 | 666 | 9 |
| Alachua | 128 | 115 | 13 | 57 | 57 | ... | 19 | 19 | ... | 17 | 17 | ... |
| Baker | 15 | 15 | ... | 4 | 4 | ... | ... | ... | ... | ... | ... | ... |
| *Bay | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bradford | 25 | 25 | ... | 18 | 18 | ... | 10 | 10 | ... | 11 | 11 | ... |
| Brevard | 49 | 49 | ... | 29 | 29 | ... | 16 | 16 | ... | 11 | 11 | ... |
| Calhoun | 22 | 22 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Citrus | 27 | 27 | ... | 3 | 3 | ... | 11 | 11 | ... | ... | ... | ... |
| Clay | 17 | 17 | ... | 5 | 5 | ... | 4 | 4 | ... | ... | ... | ... |
| Columbia | 52 | 52 | ... | 18 | 18 | ... | 13 | 13 | ... | 5 | 5 | ... |
| Dade | 104 | 104 | ... | 81 | 81 | ... | 53 | 53 | ... | 26 | 26 | ... |
| DeSoto | 73 | 73 | ... | 63 | 63 | ... | 34 | 34 | ... | 19 | 19 | ... |
| Duval | 169 | 160 | 9 | 106 | 100 | 6 | 29 | 25 | 4 | 65 | 65 | ... |
| Escambia | 154 | 99 | 45 | 76 | 61 | 15 | 36 | 29 | 7 | 26 | 17 | 9 |
| Franklin | 24 | 24 | ... | 19 | 19 | ... | 11 | 11 | ... | ... | ... | ... |
| Gadsden | 47 | 47 | ... | 39 | 39 | ... | 18 | 18 | ... | 12 | 12 | ... |
| Hamilton | 44 | 44 | ... | 32 | 32 | ... | 15 | 15 | ... | 18 | 18 | ... |
| Hernando | 29 | 29 | ... | 21 | 21 | ... | 7 | 7 | ... | 4 | 4 | ... |
| Hillsboro | 271 | 264 | 7 | 149 | 142 | 7 | 83 | 83 | ... | 71 | 71 | ... |
| Holmes | 20 | 20 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Jackson | 72 | 72 | ... | 52 | 52 | ... | 13 | 13 | ... | 6 | 6 | ... |
| Jefferson | 38 | 38 | ... | 28 | 28 | ... | 14 | 14 | ... | 7 | 7 | ... |
| LaFayette | 6 | 6 | ... | 7 | 7 | ... | 15 | 15 | ... | 28 | 28 | ... |
| Lake | 22 | 22 | ... | 18 | 18 | ... | 14 | 14 | ... | 10 | 10 | ... |
| Lee | 40 | 40 | ... | 10 | 10 | ... | 8 | 8 | ... | 7 | 7 | ... |
| Leon | 52 | 37 | 15 | 37 | 23 | 14 | 35 | 21 | 14 | 7 | 7 | ... |
| Levy | 37 | 37 | ... | 18 | 18 | ... | 8 | 8 | ... | ... | ... | ... |
| Liberty | 11 | 11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Madison | 52 | 52 | ... | 29 | 29 | ... | 31 | 31 | ... | 27 | 27 | ... |
| Manatee | 84 | 84 | ... | 63 | 63 | ... | 42 | 42 | ... | 21 | 21 | ... |
| Marion | 119 | 119 | ... | 90 | 90 | ... | 58 | 58 | ... | 30 | 30 | ... |
| Monroe | 21 | 21 | ... | 7 | 7 | ... | 6 | 6 | ... | 6 | 6 | ... |
| Nassau | 33 | 25 | 8 | 16 | 10 | 6 | 1 | 1 | ... | 3 | 3 | ... |
| Orange | 122 | 122 | ... | 101 | 101 | ... | 71 | 71 | ... | 38 | 38 | ... |
| Osceola | 56 | 56 | ... | 50 | 50 | ... | 26 | 26 | ... | 11 | 11 | ... |
| Palm Beach | 52 | 48 | 4 | 28 | 28 | ... | 19 | 19 | ... | 7 | 7 | ... |
| Pasco | 78 | 78 | ... | 54 | 54 | ... | 41 | 41 | ... | 18 | 18 | ... |
| Pinellas | 158 | 152 | 6 | 119 | 114 | 5 | 79 | 74 | 5 | 40 | 40 | ... |
| Polk | 225 | 225 | ... | 169 | 169 | ... | 113 | 113 | ... | 56 | 56 | ... |
| Putnam | 54 | 51 | 3 | 29 | 24 | 5 | 15 | 15 | ... | 9 | 9 | ... |
| St. Johns | 14 | 14 | ... | 81 | 81 | ... | ... | ... | ... | ... | ... | ... |
| St. Lucie | 54 | 54 | ... | 29 | 29 | ... | 27 | 27 | ... | 8 | 8 | ... |
| Santa Rosa | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| **Seminole | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sumter | 56 | 56 | ... | 42 | 42 | ... | 27 | 27 | ... | 14 | 14 | ... |
| Suwannee | 26 | 26 | ... | 22 | 22 | ... | 12 | 12 | ... | 8 | 8 | ... |
| Taylor | 12 | 12 | ... | 3 | 3 | ... | 1 | 1 | ... | 1 | 1 | ... |
| Volusia | 91 | 73 | 18 | 75 | 63 | 12 | 41 | 41 | ... | 20 | 20 | ... |
| Wakulla | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Walton | 40 | 40 | ... | 10 | 10 | ... | 20 | 20 | ... | 5 | 5 | ... |
| Washington | 66 | 66 | ... | 27 | 27 | ... | 17 | 17 | ... | 14 | 14 | ... |

* Reported with Washington County.

**Reported with Orange County.

TABLE VI.—(a) Number of Teachers' Positions Filled;
(b) Number of Different Teachers Employed.

| 1912-13. Counties. | Teachers Positions Filled. | | | Different Teachers Employed. | | | | | | | |
|-----------------------|----------------------------------|--------|--------|------------------------------|--------|--------|-----------------|-------------------|-----------------|-------------------|--|
| | Both Races. | White. | Negro. | Both Races. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. | |
| The State | 5,187 | 3,910 | 1,277 | 4,599 | 3,509 | 1,090 | 778 | 2,731 | 236 | 854 | |
| Alachua | 213 | 148 | 65 | 175 | 134 | 41 | 25 | 109 | 10 | 31 | |
| Baker | 67 | 60 | 7 | 48 | 42 | 6 | 17 | 25 | 3 | 3 | |
| *Bay | | | | | | | | | | | |
| Bradford | 87 | 75 | 12 | 82 | 70 | 12 | 18 | 52 | 8 | 4 | |
| Brevard | 57 | 46 | 11 | 54 | 45 | 9 | 12 | 33 | 4 | 5 | |
| Calhoun | 74 | 61 | 13 | 60 | 48 | 12 | 12 | 36 | 3 | 9 | |
| Citrus | 40 | 36 | 4 | 40 | 36 | 4 | 5 | 31 | 1 | 3 | |
| Clay | 58 | 49 | 9 | 56 | 47 | 9 | 6 | 41 | 1 | 8 | |
| Columbia | 108 | 72 | 36 | 90 | 61 | 29 | 15 | 46 | 4 | 25 | |
| Dade | 128 | 106 | 22 | 123 | 104 | 19 | 17 | 87 | 2 | 17 | |
| DeSoto | 151 | 144 | 7 | 139 | 132 | 7 | 44 | 88 | 3 | 4 | |
| Duval | 321 | 229 | 92 | 256 | 181 | 75 | 13 | 168 | 10 | 65 | |
| Escambia | 206 | 149 | 57 | 185 | 134 | 51 | 14 | 120 | 7 | 44 | |
| Franklin | 27 | 18 | 9 | 27 | 18 | 9 | 2 | 16 | 1 | 8 | |
| Gadsden | 98 | 58 | 40 | 80 | 55 | 25 | 11 | 44 | 6 | 19 | |
| Hamilton | 108 | 85 | 23 | 76 | 57 | 19 | 13 | 44 | 5 | 14 | |
| Hernando | 51 | 40 | 11 | 51 | 40 | 11 | 4 | 36 | 2 | 9 | |
| Hillsboro | 239 | 196 | 33 | 233 | 197 | 36 | 36 | 167 | 4 | 32 | |
| Holmes | 75 | 71 | 4 | 65 | 61 | 4 | 31 | 30 | 1 | 3 | |
| Jackson | 240 | 149 | 91 | 186 | 112 | 74 | 48 | 64 | 25 | 49 | |
| Jefferson | 87 | 39 | 48 | 87 | 39 | 48 | 12 | 27 | 26 | 22 | |
| LaFayette | 70 | 63 | 7 | 60 | 55 | 5 | 23 | 32 | 2 | 3 | |
| Lake | 90 | 72 | 18 | 83 | 69 | 14 | 14 | 55 | 4 | 10 | |
| Lee | 52 | 50 | 2 | 52 | 50 | 2 | 10 | 40 | 1 | 1 | |
| Leon | 124 | 60 | 64 | 124 | 60 | 64 | 7 | 53 | 10 | 54 | |
| Levy | 73 | 57 | 16 | 71 | 56 | 15 | 14 | 42 | 6 | 9 | |
| Liberty | 37 | 29 | 8 | 33 | 25 | 8 | 4 | 21 | 2 | 6 | |
| Madison | 114 | 71 | 43 | 91 | 60 | 31 | 21 | 39 | 11 | 20 | |
| Manatee | 97 | 90 | 7 | 94 | 87 | 7 | 15 | 72 | 2 | 5 | |
| Marion | 205 | 112 | 93 | 186 | 107 | 79 | 21 | 86 | 10 | 69 | |
| Monroe | 40 | 31 | 9 | 40 | 31 | 9 | 4 | 27 | 1 | 8 | |
| Nassau | 87 | 51 | 23 | 70 | 50 | 20 | 8 | 42 | 2 | 18 | |
| Orange | 164 | 112 | 52 | 163 | 111 | 52 | 14 | 97 | 4 | 48 | |
| Osceola | 50 | 45 | 5 | 50 | 45 | 5 | 4 | 41 | 2 | 3 | |
| Palm Beach | 68 | 51 | 17 | 59 | 43 | 16 | 7 | 36 | 2 | 14 | |
| Pasco | 66 | 56 | 10 | 64 | 55 | 9 | 15 | 40 | 2 | 7 | |
| Pinellas | 89 | 77 | 12 | 85 | 73 | 12 | 13 | 60 | 3 | 9 | |
| Polk | 218 | 185 | 33 | 215 | 182 | 33 | 34 | 148 | 3 | 30 | |
| Putnam | 106 | 68 | 38 | 94 | 62 | 32 | 10 | 52 | 2 | 30 | |
| St. Johns | 81 | 62 | 19 | 78 | 60 | 18 | 9 | 51 | 2 | 16 | |
| St. Lucie | 50 | 43 | 7 | 45 | 41 | 4 | 6 | 35 | 1 | 3 | |
| Santa Rosa | 125 | 111 | 14 | 106 | 95 | 11 | 42 | 53 | 3 | 8 | |
| **Seminole | | | | | | | | | | | |
| Sumter | 62 | 47 | 15 | 62 | 47 | 15 | 10 | 37 | 3 | 12 | |
| Suwannee | 174 | 128 | 46 | 122 | 85 | 37 | 23 | 62 | 10 | 27 | |
| Taylor | 69 | 66 | 3 | 47 | 44 | 3 | 21 | 23 | 2 | 1 | |
| Volusia | 128 | 98 | 30 | 122 | 98 | 24 | 12 | 86 | 6 | 18 | |
| Wakulla | 43 | 28 | 15 | 38 | 28 | 10 | 7 | 21 | 4 | 6 | |
| Walton | 125 | 109 | 16 | 91 | 79 | 12 | 26 | 53 | 2 | 10 | |
| Washington | 145 | 107 | 38 | 131 | 98 | 33 | 29 | 69 | 8 | 25 | |

*Reported with Washington County.

**Reported with Orange County.

TABLE VII.—PART I.—Grades of County Certificates Held by Teachers Employed.

| 1912-13. Counties. | 3rd Grade. | | | 2nd Grade. | | | 1st Grade. | | | Temporary. | | |
|-----------------------|------------|--------|--------|------------|--------|--------|------------|--------|--------|------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 916 | 529 | 387 | 1,834 | 1,374 | 460 | 1,061 | 973 | 88 | 357 | 277 | 80 |
| Alachua | 40 | 16 | 24 | 62 | 46 | 16 | 45 | 44 | 1 | 8 | 8 | ... |
| Baker | 11 | 9 | 2 | 25 | 23 | 2 | 10 | 8 | 2 | 8 | 8 | ... |
| *Bay | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bradford | 17 | 14 | 3 | 24 | 18 | 6 | 14 | 13 | 1 | ... | 7 | ... |
| Brevard | 11 | 9 | 2 | 19 | 17 | 2 | 20 | 15 | 5 | 2 | 2 | ... |
| Calhoun | 13 | 7 | 6 | 30 | 24 | 6 | 14 | 14 | ... | ... | ... | ... |
| Citrus | 3 | 2 | 1 | 15 | 12 | 3 | 18 | 18 | ... | ... | ... | ... |
| Clay | 14 | 12 | 2 | 25 | 18 | 7 | 13 | 13 | ... | 3 | 3 | ... |
| Columbia | 16 | 8 | 8 | 34 | 19 | 15 | 26 | 23 | 3 | 1 | 1 | ... |
| Dade | 8 | 4 | 2 | 22 | 14 | 8 | 39 | 37 | 2 | 31 | 25 | 6 |
| DeSoto | 12 | 11 | 1 | 62 | 59 | 3 | 46 | 43 | 3 | 10 | 10 | ... |
| Duval | 62 | 21 | 41 | 97 | 68 | 29 | 44 | 44 | ... | 14 | 14 | ... |
| Escambia | 53 | 23 | 30 | 85 | 68 | 17 | 16 | 15 | 1 | ... | ... | ... |
| Franklin | 3 | 1 | 2 | 8 | 2 | 6 | 11 | 10 | 1 | 2 | 2 | ... |
| Gadsden | 13 | 13 | ... | 27 | 21 | 6 | 11 | 11 | ... | 10 | 8 | **2 |
| Hamilton | 21 | 21 | ... | 32 | 17 | 15 | 18 | 14 | 4 | 3 | 3 | ... |
| Hernando | 1 | ... | 1 | 15 | 8 | 7 | 29 | 27 | 2 | 3 | 2 | 1 |
| Hillsboro | 25 | 15 | 10 | 98 | 78 | 20 | 50 | 45 | 5 | 22 | 22 | ... |
| Holmes | 31 | 29 | 2 | 31 | 29 | 2 | 11 | 11 | ... | ... | ... | ... |
| Jackson | 44 | 18 | 26 | 69 | 42 | 27 | 43 | 39 | 4 | 22 | 5 | 17 |
| Jefferson | 27 | 11 | 16 | 18 | 11 | 7 | 14 | 14 | ... | 17 | 5 | 11 |
| LaFayette | 6 | 6 | ... | 33 | 29 | 4 | 21 | 20 | 1 | 2 | 2 | ... |
| Lake | 16 | 10 | 6 | 33 | 26 | 7 | 22 | 21 | 1 | 2 | 2 | ... |
| Lee | 2 | 1 | 1 | 24 | 24 | ... | 20 | 19 | 1 | 1 | 1 | ... |
| Leon | 35 | 10 | 25 | 42 | 24 | 18 | 17 | 14 | 3 | 17 | 5 | 12 |
| Levy | 27 | 17 | 10 | 30 | 25 | 5 | 12 | 12 | ... | ... | ... | ... |
| Liberty | 9 | 6 | 3 | 10 | 8 | 2 | 10 | 10 | ... | 4 | 1 | 3 |
| Madison | 15 | 10 | 5 | 46 | 31 | 15 | 15 | 14 | 1 | 11 | 2 | 9 |
| Manatee | 6 | 5 | 1 | 46 | 40 | 6 | 32 | 32 | ... | 6 | 6 | ... |
| Marion | 41 | 14 | 27 | 60 | 43 | 17 | 38 | 36 | 6 | 12 | 10 | 2 |
| Monroe | 7 | 2 | 5 | 14 | 11 | 3 | 7 | 6 | 1 | 6 | 6 | ... |
| Nassau | 23 | 16 | 12 | 25 | 18 | 7 | 8 | 8 | ... | 6 | 6 | ... |
| Orange | 34 | 18 | 16 | 67 | 44 | 23 | 40 | 36 | 4 | 19 | 10 | 9 |
| Osceola | 10 | 9 | 1 | 16 | 12 | 4 | 16 | 16 | ... | 2 | 2 | ... |
| Palm Beach | 1 | 1 | ... | 22 | 12 | 10 | 18 | 12 | 6 | 6 | 6 | ... |
| Pasco | 9 | 5 | 4 | 22 | 18 | 4 | 20 | 18 | 2 | 2 | 2 | ... |
| Pinellas | 10 | 5 | 5 | 31 | 29 | 2 | 17 | 14 | 3 | 18 | 16 | 2 |
| Polk | 16 | 10 | 6 | 82 | 59 | 23 | 69 | 65 | 4 | 29 | 29 | ... |
| Putnam | 28 | 14 | 14 | 50 | 29 | 21 | 12 | 11 | 1 | 9 | 8 | 1 |
| St. Johns | 11 | 4 | 7 | 35 | 24 | 11 | 12 | 11 | 1 | 3 | 3 | ... |
| St. Lucie | 7 | 5 | 2 | 18 | 17 | 1 | 11 | 10 | 1 | 7 | 7 | ... |
| Santa Rosa | 39 | 32 | 7 | 49 | 46 | 3 | 16 | 15 | 1 | ... | ... | ... |
| **Seminole | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sumter | 6 | 3 | 3 | 30 | 23 | 7 | 18 | 17 | 1 | 2 | ... | 2 |
| Suwannee | 13 | 10 | 3 | 75 | 48 | 27 | 29 | 23 | 6 | 6 | 6 | ... |
| Taylor | 14 | 11 | 3 | 15 | 15 | ... | 15 | 15 | ... | 2 | 2 | ... |
| Volusia | 18 | 12 | 6 | 38 | 27 | 11 | 38 | 33 | 5 | 17 | 16 | 1 |
| Wakulla | 9 | 5 | 4 | 22 | 18 | 4 | 6 | 5 | 1 | ... | ... | ... |
| Walton | 30 | 26 | 4 | 45 | 37 | 8 | 10 | 10 | ... | 1 | 1 | ... |
| Washington | 42 | 28 | 14 | 56 | 43 | 13 | 20 | 16 | 4 | 11 | 9 | 2 |

*Reported with Washington County.

**Reported with Orange County.

***One Old Age Certificate.

TABLE VII.—PART II.—Other Certificates Held by Teachers Employed.

| 1912-13. Counties. | Primary. | | Life Primary. | | Life First Grade. | | | | | | Special. | | State. | | Life State. | | |
|-----------------------|----------|--------|---------------|--------|-------------------|--------|--------|-------------|--------|--------|----------|--------|--------|--------|-------------|--------|--------|
| | White. | | White. | | Life. | | | Life Exten. | | | White. | | White. | | Total. | | |
| | Total. | | Total. | | Total. | | | Total. | | | Total. | | Total. | | Total. | | |
| | White. | Negro. | White. | Negro. | White. | Negro. | Negro. | White. | Negro. | Negro. | White. | Negro. | White. | Negro. | White. | White. | Negro. |
| The State .. | * 76 | * 41 | 57 | 48 | 9 | 19 | 11 | 8 | * 18 | * 66 | 52 | 51 | 1 | | | | |
| Alachua | 4 | 7 | | | | | | | | | 5 | 4 | 4 | | | | |
| Baker | | | | | | | | | | | | | | | | | |
| **Bay | | | | | | | | | | | | | | | | | |
| Bradford | | 3 | 3 | 3 | | | | | | | 1 | 1 | 1 | | | | |
| Brevard | | 1 | | | | | | | | | | 2 | 2 | | | | |
| Calhoun | | | 2 | 2 | | | | | | | | | | | | | |
| Citrus | 2 | | | | | | | | | | 1 | 1 | | | | | |
| Clay | | 1 | | | | | | | | | | | | | | | |
| Columbia | | 1 | | | | | | 1 | 1 | | | | | | 3 | 3 | |
| Dade | 1 | | 3 | 3 | | | | | | | 2 | 2 | | | | | |
| DeSoto | 1 | | 3 | 3 | | | | | | | 2 | 2 | | | 2 | 2 | |
| Duval | 12 | 6 | 15 | 6 | 5 | 4 | 4 | | | | 2 | 2 | | | | | |
| Escambia | 5 | 3 | 4 | 4 | | | | | | | 1 | 4 | 3 | 3 | | | |
| Franklin | 1 | 1 | | | | | | | | | | | | | | | |
| Gadsden | 1 | 1 | | | | | | | | | | | | | | | |
| Hamilton | | 1 | | | | | | 1 | 1 | | | | | | | | |
| Hernando | 1 | | | | | | | | | | | | | | | | |
| Hillsboro | | | 5 | 4 | 1 | | | | | | | 6 | 11 | 11 | | | |
| Holmes | | | | | | | | | | | | | | | 1 | 1 | |
| Jackson | 4 | | 3 | 3 | | | | | | | 1 | | | | | | |
| Jefferson | 1 | 1 | 5 | 3 | 2 | 2 | | 2 | | 2 | | | | | | | |
| LaFayette | | | 1 | 1 | | | | | | | | | | | | | |
| Lake | 1 | 1 | | | | | | | | | 2 | 1 | 1 | | | | |
| Lee | 3 | 2 | | | | | | | | | | | | | | | |
| Leon | 2 | | 2 | 2 | | | 3 | 1 | 2 | 1 | | 3 | 2 | 1 | | | |
| Levy | 1 | | | | | | | | | | | | | | | | |
| Liberty | | | | | | | | | | | | | | | | | |
| Madison | 1 | | 1 | 1 | | | | | | | 2 | | | | | | |
| Manatee | 2 | | 2 | | | | | | | | 2 | | | | | | |
| Marion | | 2 | 1 | 1 | | | | | | | | | | | 1 | 1 | |
| Monroe | | | | | | | | | | 3 | 3 | | | | | | |
| Nassau | | | | | | | 1 | | 1 | | | | | | | | |
| Orange | | | | | | | | | | | 1 | 6 | 6 | | | | |
| Osceola | 2 | | | | | | | | | | | 3 | 3 | | | | |
| Palm Beach | 4 | | | | | | 1 | | 1 | 3 | 4 | 1 | 1 | | | | |
| Pasco | 5 | | | | | | | | | | 1 | 3 | 3 | | | | |
| Pinellas | | | | | | | | | | | 1 | 5 | | | | | |
| Polk | 9 | 2 | 1 | 1 | | | 1 | 1 | | 1 | 5 | | | | | | |
| Putnam | 1 | 1 | | | | | 2 | 2 | 1 | | 1 | 1 | 1 | | | | |
| St. Johns | | | 3 | 3 | | | 1 | 1 | | | 3 | 1 | 1 | | | | |
| St. Lucie | 1 | | | | | | | | | | | | | | | | |
| Santa Rosa | | | | | | | | | | | 1 | 1 | 1 | | | | |
| ***Seminole | | | | | | | | | | | | | | | | | |
| Sumter | 1 | 1 | | | | | | | | | 1 | | | | | | |
| Suwannee | | | 4 | 3 | 1 | | | | | | 3 | | | | | | |
| Taylor | 2 | | 1 | 1 | | | | | | | | | | | 1 | 1 | |
| Volusia | 3 | 1 | 3 | 3 | | | | | | | 1 | 2 | | | | | |
| Wakulla | | | | | | | 1 | | 1 | | | | | | 3 | 3 | |
| Walton | | | | | | | | | | | | | | | | | |
| Washington | | 1 | | | | | | | | | 1 | | | | | | |

*No negro holds this Certificate.

**Reported with Washington County.

***Reported with Orange County.

TABLE VIII.—Result of Uniform Examinations.

| 1912-13. Counties. | Total Examinees. | Number and Grades of Certificates Issued. | | | | | | | | | | | | | |
|-----------------------|---------------------|---|--------|------------|---------|-------|------------|-------|---------|-------------|---------|-------|------------|-------|---------|
| | | Failed to Pass. | | To Whites. | | | | | | To Negroes. | | | | | |
| | | | | 1st Grade. | | | 2nd Grade. | | | 1st Grade. | | | 2nd Grade. | | |
| | | White. | Negro. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| The State ... | 2,334 | 294 | 357 | 113 | 245 | 127 | 413 | 89 | 323 | 8 | 4 | 28 | 91 | 44 | 198 |
| Alachua | 41 | 4 | 10 | 3 | 6 | 1 | 7 | ... | 2 | ... | ... | ... | 1 | 7 | ... |
| Baker | 15 | ... | ... | ... | ... | 2 | 5 | 3 | 5 | ... | ... | ... | ... | ... | ... |
| *Bay | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bradford | 43 | ... | ... | 3 | 8 | 5 | 8 | 3 | 8 | 3 | 1 | ... | 2 | 2 | ... |
| Brevard | 4 | ... | ... | ... | 2 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | 1 |
| Calhoun | 32 | 5 | ... | 4 | 2 | 4 | 11 | 2 | ... | ... | ... | ... | ... | ... | ... |
| Citrus | 6 | 1 | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... |
| Clay | 28 | 3 | 3 | 1 | 1 | 2 | 5 | 1 | 11 | ... | ... | ... | 1 | ... | ... |
| Columbia | 45 | 1 | 2 | 4 | 5 | 2 | 17 | 3 | 5 | 1 | ... | ... | 1 | 2 | 2 |
| Dade | 27 | 2 | 3 | 1 | 6 | ... | 10 | 2 | ... | ... | 1 | 1 | 1 | ... | ... |
| DeSoto | 58 | 13 | ... | 5 | 14 | 4 | 10 | 2 | 10 | ... | ... | ... | ... | ... | ... |
| Duval | 132 | 2 | 25 | 1 | 13 | ... | 37 | ... | 5 | ... | 2 | 20 | 2 | 25 | ... |
| Escambia | 86 | 11 | 21 | 2 | 2 | 1 | 14 | ... | 11 | ... | 1 | 10 | ... | 13 | ... |
| Franklin | 33 | ... | 7 | ... | 8 | 1 | 6 | ... | ... | ... | 1 | 2 | ... | 8 | ... |
| Gadsden | 37 | 7 | 10 | ... | ... | ... | 1 | ... | 2 | ... | ... | 7 | ... | 10 | ... |
| Hamilton | 24 | 6 | ... | 1 | 3 | 1 | 2 | ... | 8 | 1 | ... | 1 | ... | 1 | ... |
| Hernando | 5 | ... | ... | 1 | 3 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... |
| Hillsboro | 124 | 10 | 7 | 6 | 11 | 3 | 33 | 1 | 14 | ... | 1 | 3 | 10 | 4 | 21 |
| Holmes | 64 | 44 | ... | ... | ... | 7 | 4 | 3 | 4 | ... | ... | ... | ... | ... | ... |
| Jackson | 130 | 5 | 34 | 8 | 6 | 6 | 20 | 2 | 14 | 1 | ... | 5 | 3 | 6 | 20 |
| Jefferson | 57 | 8 | 20 | 1 | 4 | ... | ... | ... | 2 | ... | ... | 3 | 1 | 9 | 9 |
| LaFayette | 8 | 2 | 1 | ... | ... | 2 | ... | 1 | 2 | ... | ... | ... | ... | ... | ... |
| Lake | 21 | ... | 4 | 2 | 3 | 2 | 3 | 1 | 3 | ... | 1 | ... | 1 | 1 | ... |
| Lee | 19 | ... | ... | 1 | 7 | 3 | 6 | ... | 2 | ... | ... | ... | ... | ... | ... |
| Leon | 94 | 7 | 28 | 4 | 6 | 2 | 13 | ... | 21 | ... | ... | 2 | 2 | 9 | ... |
| Levy | 34 | 7 | 8 | 1 | 1 | 2 | 3 | 3 | 5 | ... | ... | ... | 2 | 2 | ... |
| Liberty | 13 | 3 | 1 | 2 | ... | 1 | 1 | ... | 5 | ... | ... | ... | ... | ... | ... |
| Madison | 242 | 61 | 3 | 14 | 30 | 17 | 48 | 24 | 45 | ... | ... | ... | ... | ... | ... |
| Manatee | 26 | 4 | 3 | 7 | 1 | 4 | 1 | 6 | ... | ... | ... | ... | ... | ... | ... |
| Marion | 69 | 11 | 20 | 2 | 5 | 7 | 1 | ... | 11 | ... | 1 | ... | 1 | 10 | ... |
| Monroe | 12 | 2 | ... | 8 | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | ... | ... |
| Nassau | 20 | 1 | 8 | ... | 1 | ... | 4 | ... | 4 | ... | ... | ... | 1 | 1 | ... |
| Orange | 101 | 4 | 52 | 1 | 8 | 6 | 13 | 1 | 13 | ... | ... | ... | ... | 3 | ... |
| Osceola | 24 | ... | 2 | ... | 5 | ... | 6 | 1 | 9 | ... | ... | ... | ... | 1 | ... |
| Palm Beach | 39 | 1 | 2 | 1 | 5 | 3 | 16 | ... | 2 | 1 | ... | 2 | 1 | 5 | ... |
| Pasco | 111 | 10 | 1 | 9 | 33 | 6 | 16 | 9 | 24 | ... | ... | ... | 1 | 2 | ... |
| Pinellas | 45 | 4 | 11 | 1 | 3 | 2 | 14 | 1 | 4 | ... | 2 | ... | ... | 3 | ... |
| Polk | 57 | 6 | 7 | 2 | 7 | 4 | 16 | ... | 11 | ... | 1 | 1 | ... | 2 | ... |
| Putnam | 25 | 2 | 5 | ... | 3 | 3 | ... | 6 | ... | ... | 1 | ... | ... | 5 | ... |
| St. Johns | 34 | ... | 2 | ... | 10 | 2 | 6 | ... | 3 | ... | ... | 6 | 1 | 4 | ... |
| St. Lucie | 25 | 4 | 2 | 1 | 4 | 1 | 3 | 1 | 6 | ... | ... | ... | ... | 1 | ... |
| Santa Rosa | 18 | 6 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | ... | ... | ... | ... | ... |
| **Seminole | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sumter | 11 | ... | ... | 3 | 3 | ... | 3 | ... | 1 | ... | ... | 1 | ... | ... | ... |
| Suwannee | 122 | 11 | 31 | 3 | 5 | 4 | 9 | 8 | 7 | ... | 1 | 2 | 19 | 3 | 19 |
| Taylor | 20 | 3 | ... | 3 | 2 | 2 | 5 | 2 | ... | ... | ... | ... | 2 | 1 | ... |
| Volusia | 31 | 4 | 7 | ... | 7 | 1 | 3 | 1 | 6 | ... | 1 | ... | ... | 1 | ... |
| Wakulla | 18 | ... | 1 | 2 | 2 | ... | 4 | 2 | 7 | ... | ... | ... | ... | ... | ... |
| Walton | 46 | 18 | 4 | ... | 1 | 2 | 6 | 3 | 12 | ... | ... | ... | ... | ... | 9 |
| Washington | 58 | 1 | 9 | 2 | 1 | 9 | 11 | 2 | 6 | ... | 3 | 4 | 1 | 9 | ... |

*Reported with Washington County.

**Reported with Orange County.

TABLE IX.—PART I.—Certain Facts Relative to Teachers Employed.

| 1912-1913. Counties. | Graduates of Normal Schools. | | | | Attendance at Summer Schools. | | | | Attendance at Teachers' Associations | | Subscribers to Education- al Journals. | |
|-------------------------|------------------------------------|---------|--------|---------|-------------------------------------|---------|--------|---------|--|--------|--|--------|
| | White. | | Negro. | | White. | | Negro. | | White. | Negro. | White. | Negro. |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| The State... | 159 | 621 | 42 | 142 | 142 | 516 | 15 | 110 | 344 | 81 | 1,510 | 391 |
| Alachua | 9 | 16 | ... | ... | 7 | 37 | ... | 2 | 40 | 13 | 79 | 24 |
| Baker | 2 | 2 | ... | ... | 1 | ... | ... | ... | 3 | ... | 8 | 2 |
| *Bay | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bradford | 2 | 1 | ... | ... | 15 | 8 | ... | ... | 9 | ... | 19 | ... |
| Brevard | ... | ... | ... | ... | 1 | ... | 1 | 2 | 8 | ... | 17 | 2 |
| Calhoun | 2 | 1 | ... | ... | 1 | 2 | ... | 1 | 5 | 4 | 11 | 5 |
| Citrus | 2 | 1 | ... | ... | 1 | 13 | 1 | 3 | 7 | 1 | 24 | 3 |
| Clay | 1 | 4 | ... | ... | 2 | 6 | ... | ... | 3 | ... | 7 | ... |
| Columbia | 6 | 9 | 3 | 4 | 2 | 9 | 1 | 1 | 10 | 5 | 19 | 14 |
| Dade | 5 | 12 | ... | ... | ... | 8 | ... | ... | 18 | ... | 50 | 12 |
| DeSoto | 8 | 18 | ... | 1 | 10 | 30 | ... | 2 | ... | 3 | 80 | 5 |
| Duval | 1 | 27 | 4 | 10 | 2 | 16 | 5 | 38 | 7 | 11 | 85 | 33 |
| Escambia | 2 | 2 | 2 | 4 | ... | ... | ... | ... | 1 | ... | 110 | 30 |
| Franklin | 2 | 4 | 1 | 2 | 1 | 3 | ... | 2 | ... | ... | 6 | 3 |
| Gadsden | 3 | 9 | ... | ... | 1 | 7 | ... | ... | 7 | ... | 51 | 10 |
| Hamilton | 3 | 5 | 1 | 1 | ... | 1 | ... | ... | 3 | ... | 16 | 3 |
| Hernando | 3 | 20 | ... | ... | ... | 10 | ... | ... | 5 | ... | 32 | 4 |
| Hillsboro | 21 | 59 | 3 | 7 | 7 | 48 | ... | 4 | 13 | 3 | 126 | 26 |
| Holmes | 1 | 1 | ... | ... | ... | 2 | ... | ... | 1 | ... | 7 | ... |
| Jackson | 5 | 4 | 1 | 1 | 3 | 5 | ... | 4 | 3 | ... | 40 | 6 |
| Jefferson | ... | 3 | ... | 3 | 1 | 5 | ... | ... | 2 | ... | 10 | 7 |
| Lafayette | ... | ... | ... | ... | 5 | 4 | ... | ... | 4 | ... | 8 | ... |
| Lake | 4 | 9 | ... | ... | 4 | 9 | ... | ... | 23 | ... | 33 | 9 |
| Lee | ... | 5 | ... | ... | 2 | 6 | ... | ... | 4 | ... | 17 | 1 |
| Leon | 2 | 13 | 3 | 16 | ... | 7 | 1 | 17 | 3 | ... | 12 | 25 |
| Levy | 3 | 7 | ... | ... | 9 | 21 | 1 | 4 | 15 | ... | 16 | 6 |
| Liberty | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | 4 | 1 |
| Madison | 4 | 3 | 2 | 3 | 1 | 3 | ... | ... | 15 | ... | 17 | 4 |
| Manatee | 8 | 32 | 2 | 4 | 1 | 15 | ... | ... | 4 | 1 | 54 | 6 |
| Marion | 9 | 30 | 5 | 34 | 1 | 27 | 1 | 8 | 41 | 23 | 38 | 30 |
| Monroe | 1 | ... | ... | ... | 2 | 17 | ... | ... | 4 | ... | 19 | ... |
| Nassau | 2 | 5 | ... | ... | 1 | 24 | ... | 2 | 5 | 3 | 18 | 6 |
| Orange | 6 | 25 | 3 | 23 | 3 | 7 | ... | ... | 5 | ... | ... | ... |
| Osceola | ... | 3 | ... | ... | ... | 4 | ... | ... | 6 | ... | 8 | ... |
| Palm Beach.. | 5 | 10 | ... | 4 | 7 | 6 | ... | 1 | 2 | 2 | 29 | 8 |
| Pasco | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Pinellas | 6 | 39 | 2 | 4 | 7 | 25 | 1 | ... | 9 | 3 | 51 | 7 |
| Polk | 8 | 30 | 1 | 6 | 4 | 35 | 2 | 6 | 7 | ... | 78 | 19 |
| Putnam | 2 | 16 | 2 | 11 | 4 | 23 | ... | ... | 12 | ... | 48 | 32 |
| St. Johns | ... | 2 | ... | ... | 3 | 7 | ... | 2 | ... | ... | 29 | 9 |
| St. Lucie | 4 | 3 | 1 | ... | 2 | 3 | ... | ... | 2 | 5 | 23 | 4 |
| Santa Rosa .. | 2 | 3 | ... | ... | 15 | 28 | ... | ... | 6 | ... | 42 | 6 |
| **Seminole .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sumter | 4 | 23 | ... | ... | 1 | 6 | ... | ... | 11 | ... | 37 | 10 |
| Suwannee | 6 | 5 | 4 | 3 | 2 | 3 | ... | ... | 5 | ... | 14 | 1 |
| Taylor | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 16 | ... |
| Volusia | ... | ... | ... | ... | 2 | 15 | 1 | 1 | 4 | 4 | 57 | 12 |
| Wakulla | 2 | 2 | 2 | 1 | 5 | 8 | ... | 2 | ... | ... | 23 | 6 |
| Walton | 3 | 8 | ... | ... | ... | ... | ... | ... | 1 | ... | 22 | ... |
| Washington .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

*Reported with Washington County.

**Reported with Orange County.

TABLE IX.—PART II.—Other Facts Relative to Teachers Employed.

| 1912-1913. Counties | Residents of County In Which Teaching. | | | Non- Residents of County In Which Teaching. | | | Non- Residents of State. | | |
|------------------------|---|--------|--------|---|--------|--------|--------------------------------|--------|--------|
| | Both Races. | White. | Negro. | Both Races. | White. | Negro. | Both Races. | White. | Negro. |
| The State | 3,313 | 2,497 | 816 | 968 | 722 | 246 | 306 | 288 | 18 |
| Alachua | 83 | 62 | 21 | 86 | 66 | 20 | 6 | 6 | .... |
| Baker | 27 | 23 | 4 | 19 | 17 | 2 | 2 | 2 | .... |
| *Bay ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Bradford | 54 | 52 | 2 | 28 | 18 | 10 | .... | .... | .... |
| Brevard | 31 | 30 | 1 | 21 | 13 | 8 | 2 | 2 | .... |
| Calhoun | 51 | 45 | 6 | 9 | 3 | 6 | .... | .... | .... |
| Citrus | 21 | 21 | .... | 14 | 10 | 4 | .... | .... | .... |
| Clay | 34 | 25 | 9 | 18 | 18 | .... | 4 | 4 | .... |
| Columbia | 61 | 44 | 17 | 26 | 14 | 12 | 3 | 3 | .... |
| Dade | 81 | 70 | 11 | 21 | 13 | 8 | 21 | 21 | .... |
| DeSoto | 103 | 100 | 3 | 28 | 24 | 4 | 8 | 8 | .... |
| Duval | 256 | 181 | 75 | .... | .... | .... | .... | .... | .... |
| Escambia | 164 | 116 | 48 | 17 | 15 | 2 | 4 | 3 | 1 |
| Franklin | 16 | 10 | 6 | 8 | 5 | 3 | 3 | 3 | .... |
| Gadsden | 54 | 35 | 19 | 15 | 9 | 6 | 11 | 11 | .... |
| Mamilton | 45 | 35 | 10 | 24 | 15 | 9 | 7 | 7 | .... |
| Hernando | 30 | 24 | 6 | 18 | 13 | 5 | 3 | 3 | .... |
| Hillsboro | 175 | 142 | 33 | 30 | 27 | 3 | 28 | 28 | .... |
| Holmes | 44 | 44 | .... | 18 | 14 | 4 | 3 | 3 | .... |
| Jackson | 168 | 98 | 70 | 7 | 5 | 2 | 11 | 9 | 2 |
| Jefferson | 73 | 25 | 48 | 10 | 10 | .... | 4 | 4 | .... |
| LaFayette | 14 | 13 | 1 | 45 | 41 | 4 | 1 | 1 | .... |
| Lake | 64 | 51 | 13 | 12 | 11 | 1 | 7 | 7 | .... |
| Lee | 29 | 28 | 1 | 19 | 18 | 1 | 4 | 4 | .... |
| Leon | 112 | 50 | 62 | 5 | 4 | 1 | 7 | 6 | 1 |
| Levy | 44 | 36 | 8 | 22 | 16 | 6 | 3 | 4 | 1 |
| Liberty | 12 | 9 | 3 | 18 | 13 | 5 | 3 | 3 | .... |
| Madison | 62 | 43 | 19 | 19 | 9 | 10 | 10 | 8 | 2 |
| Manatee | 74 | 70 | 4 | 15 | 12 | 3 | 3 | 3 | .... |
| Marion | 121 | 67 | 54 | 52 | 36 | 16 | 13 | 4 | 9 |
| Monroe | 40 | 31 | 9 | .... | .... | .... | .... | .... | .... |
| Nassau | 52 | 32 | 20 | 18 | 18 | .... | .... | .... | .... |
| Orange | 148 | 96 | 52 | 7 | 7 | .... | 8 | 8 | .... |
| Osceola | 37 | 32 | 5 | 10 | 10 | .... | 3 | 3 | .... |
| Palm Beach | 26 | 14 | 12 | 16 | 12 | 4 | 17 | 17 | .... |
| Pasco | 64 | 55 | 9 | .... | .... | .... | .... | .... | .... |
| Pinellas | 46 | 42 | 4 | 13 | 5 | 8 | 26 | 26 | .... |
| Polk | 111 | 105 | 6 | 74 | 47 | 27 | 30 | 30 | .... |
| Putnam | 62 | 42 | 20 | 28 | 16 | 12 | 4 | 4 | .... |
| St. Johns | 74 | 58 | 16 | 2 | 1 | 1 | 2 | 1 | 1 |
| St. Lucie | 33 | 22 | 1 | 18 | 15 | 3 | 4 | 4 | .... |
| Santa Rosa | 65 | 58 | 7 | 37 | 33 | 4 | 4 | 4 | .... |
| **Seminole ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Sumter | 37 | 27 | 10 | 20 | 15 | 5 | 5 | 5 | .... |
| Suwannee | 85 | 55 | 30 | 30 | 23 | 7 | 7 | 7 | .... |
| Taylor | 26 | 23 | 3 | 14 | 14 | .... | 7 | 7 | .... |
| Volusia | 83 | 67 | 16 | 33 | 25 | 8 | 6 | 6 | .... |
| Wakulla | 18 | 15 | 3 | 16 | 9 | 7 | 4 | 4 | .... |
| Walton | 91 | 79 | 12 | .... | .... | .... | .... | .... | .... |
| Washington | 122 | 95 | 27 | 8 | 3 | 5 | 1 | .... | 1 |

*Reported with Washington County.

**Reported with Orange County.

TABLE X.—Age and Experience of Teachers, and Percentage of Males.

| 1912-13. Counties. | Average Age. | | | | | Average Experience in Months. | | | | | Percentage of Males. | | |
|-----------------------|------------------|--------|---------|--------|---------|----------------------------------|--------|---------|--------|---------|-------------------------|--------|--------|
| | All Teachers. | White. | | Negro. | | All Teachers. | White. | | Negro. | | Both Races. | White. | Negro. |
| | | Male. | Female. | Male. | Female. | | Male. | Female. | Male. | Female. | | | |
| | | | | | | | | | | | | | |
| The State.. | 27 | 30 | 25 | 36 | 27 | 41 | 53 | 36 | 103 | 39 | 22 | 22 | 23 |
| Alachua .. | 27 | 29 | 26 | 33 | 37 | 48 | 51 | 40 | 91 | 27 | 20 | 19 | 24 |
| Baker | 28 | 32 | 25 | 40 | 20 | 49 | 53 | 36 | 91 | 10 | 42 | 40 | 50 |
| *Bay | 25 | 25 | 20 | 29 | 28 | 24 | 36 | 19 | 82 | 24 | 32 | 26 | 66 |
| Bradford .. | 28 | 34 | 26 | 33 | 26 | 41 | 56 | 30 | 96 | 37 | 30 | 27 | 44 |
| Brevard | 23 | 23 | 22 | 44 | 22 | 31 | 30 | 22 | 174 | 25 | 25 | 25 | 25 |
| Calhoun | 31 | 27 | 25 | 41 | 28 | 37 | 59 | 29 | 140 | 52 | 15 | 14 | 25 |
| Citrus | 25 | 37 | 20 | 29 | 28 | 39 | 76 | 26 | 62 | 77 | 13 | 13 | 11 |
| Clay | 26 | 28 | 24 | 32 | 20 | 50 | 65 | 34 | 59 | 42 | 21 | 23 | 17 |
| Columbia .. | 28 | 27 | 23 | 37 | 26 | 35 | 39 | 34 | 165 | 16 | 15 | 16 | 11 |
| Dade | 27 | 30 | 24 | 36 | 28 | 40 | 58 | 28 | 99 | 29 | 14 | 13 | 22 |
| DeSoto | 30 | 31 | 27 | 33 | 28 | 52 | 52 | 56 | 89 | 43 | 9 | 7 | 13 |
| Duval | 33 | 34 | 30 | 37 | 29 | 65 | 81 | 58 | 63 | 58 | 11 | 10 | 14 |
| Escambia .. | 26 | 29 | 24 | 47 | 28 | 43 | 42 | 31 | 200 | 48 | 11 | 11 | 11 |
| Franklin .. | 27 | 32 | 24 | 37 | 26 | 33 | 39 | 22 | 90 | 38 | 21 | 20 | 24 |
| Gadsden .. | 27 | 32 | 24 | 37 | 26 | 33 | 39 | 22 | 90 | 38 | 21 | 20 | 24 |
| Gadsden .. | 26 | 26 | 23 | 28 | 24 | 26 | 34 | 19 | 42 | 30 | 24 | 23 | 26 |
| Hamilton .. | 25 | 35 | 23 | 42 | 26 | 31 | 67 | 26 | 109 | 34 | 12 | 10 | 18 |
| Hernando .. | 30 | 35 | 29 | 39 | 28 | 67 | 76 | 65 | 160 | 57 | 17 | 18 | 11 |
| Hillsboro .. | 25 | 28 | 21 | 23 | 25 | 30 | 28 | 30 | 54 | 46 | 6 | 5 | 25 |
| Holmes | 27 | 28 | 24 | 36 | 24 | 44 | 42 | 32 | 106 | 30 | 39 | 43 | 34 |
| Jackson | 30 | 25 | 29 | 35 | 26 | 42 | 18 | 65 | 69 | 17 | 44 | 31 | 54 |
| Jefferson .. | 23 | 24 | 23 | 30 | 22 | 31 | 36 | 33 | 57 | 7 | 42 | 42 | 40 |
| LaFayette .. | 31 | 24 | 26 | 45 | 29 | 38 | 29 | 26 | 187 | 87 | 22 | 20 | 28 |
| LaPayette .. | 28 | 34 | 26 | 25 | 27 | 43 | 66 | 36 | 42 | 29 | 6 | 4 | 50 |
| Lake | 29 | 42 | 27 | 40 | 27 | 50 | 115 | 39 | 118 | 41 | 14 | 12 | 16 |
| Lee | 24 | 23 | 22 | 33 | 26 | 32 | 27 | 17 | 139 | 27 | 28 | 25 | 40 |
| Leon | 24 | 35 | 21 | 41 | 25 | 36 | 96 | 17 | 130 | 31 | 18 | 16 | 25 |
| Levy | 25 | 25 | 23 | 33 | 26 | 35 | 28 | 25 | 86 | 31 | 36 | 35 | 39 |
| Liberty | 28 | 34 | 27 | 39 | 22 | 47 | 83 | 40 | 80 | 26 | 18 | 17 | 28 |
| Madison | 27 | 32 | 23 | 37 | 25 | 38 | 64 | 26 | 85 | 29 | 17 | 20 | 13 |
| Manatee .. | 28 | 38 | 26 | 48 | 27 | 51 | 67 | 42 | 183 | 57 | 12 | 13 | 11 |
| Marion | 28 | 31 | 27 | 52 | 27 | 34 | 56 | 23 | 194 | 35 | 14 | 16 | 10 |
| Monroe | 29 | 40 | 27 | 38 | 28 | 52 | 59 | 41 | 45 | 40 | 11 | 13 | 8 |
| Nassau | 28 | 28 | 28 | 31 | 28 | 33 | 41 | 48 | 15 | 31 | 12 | 9 | 40 |
| Orange | 28 | 32 | 28 | 38 | 29 | 56 | 79 | 58 | 120 | 31 | 19 | 21 | 12 |
| Osceola | 27 | 31 | 27 | 39 | 28 | 40 | 61 | 26 | 40 | 60 | 27 | 27 | 22 |
| Palm Beach .. | 28 | 29 | 27 | 32 | 28 | 41 | 33 | 42 | 69 | 30 | 20 | 18 | 25 |
| Pasco | 27 | 31 | 26 | 36 | 28 | 43 | 61 | 37 | 107 | 50 | 17 | 18 | 9 |
| Pinellas | 30 | 32 | 26 | 36 | 29 | 48 | 62 | 37 | 125 | 55 | 13 | 16 | 6 |
| Polk | 27 | 35 | 24 | 36 | 32 | 68 | 108 | 45 | 138 | 100 | 14 | 15 | 11 |
| Putnam | 28 | 34 | 27 | 45 | 24 | 54 | 81 | 49 | 158 | 24 | 16 | 15 | 25 |
| St. Johns .. | 25 | 26 | 24 | 25 | 32 | 33 | 32 | 28 | 40 | 66 | 42 | 44 | 27 |
| St. Lucie .. | 26 | 24 | 24 | 28 | 23 | 36 | 50 | 26 | 105 | 34 | 21 | 21 | 20 |
| Santa Rosa .. | 25 | 26 | 24 | 28 | 24 | 29 | 23 | 27 | 43 | 29 | 27 | 27 | 27 |
| **Seminole .. | 23 | 25 | 18 | 42 | 40 | 29 | 30 | 19 | 115 | 40 | 50 | 43 | 66 |
| Sumter | 28 | 41 | 27 | 23 | 28 | 44 | 100 | 41 | 33 | 17 | 15 | 12 | 25 |
| Suwannee .. | 26 | 24 | 23 | 39 | 28 | 35 | 25 | 16 | 138 | 48 | 29 | 25 | 40 |
| Taylor | 24 | 23 | 24 | 38 | 25 | 32 | 18 | 33 | 176 | 40 | 31 | 33 | 17 |
| Volusia | 24 | 27 | 23 | 33 | 24 | 35 | 36 | 24 | 119 | 30 | 28 | 30 | 24 |
| Wakulla | | | | | | | | | | | | | |
| Walton | | | | | | | | | | | | | |
| Washington .. | | | | | | | | | | | | | |

*Reported with Washington County.

**Reported with Orange County.

TABLE XI.—Aggregate Days Teachers Taught.

| 1912-13. Counties. | Both Races. | Whites. | | Negroes. | |
|-----------------------|----------------|---------|---------|----------|---------|
| | | Male. | Female. | Male. | Female. |
| The State | 565,006 | 93,658 | 356,047 | 26,745 | 88,556 |
| Alachua | 23,432 | 3,240 | 14,664 | 1,855 | 3,673 |
| Baker | 4,286 | 1,821 | 2,005 | 320 | 140 |
| *Bay | 8,757 | 1,860 | 5,747 | 650 | 500 |
| Bradford | 6,015 | 1,120 | 4,235 | 240 | 420 |
| Brevard | 6,847 | 1,415 | 4,353 | 300 | 779 |
| Calhoun | 5,220 | 700 | 4,200 | 80 | 240 |
| Citrus | 6,138 | 845 | 4,338 | 120 | 835 |
| Clay | 9,573 | 1,616 | 5,502 | 470 | 1,985 |
| Columbia | 16,919 | 2,311 | 12,111 | 307 | 2,190 |
| Dade | 16,077 | 5,090 | 10,302 | 320 | 365 |
| DeSoto | 43,538 | 2,475 | 31,238 | 1,560 | 8,265 |
| Duval | 24,317 | 1,809 | 16,601 | 966 | 4,941 |
| Escambia | 3,635 | 320 | 2,360 | 100 | 855 |
| Franklin | 9,245 | 1,200 | 5,410 | 700 | 1,935 |
| Gadsden | 6,051 | 1,250 | 3,761 | 180 | 860 |
| Hamilton | 5,176 | 440 | 3,751 | 200 | 785 |
| Hernando | 33,574 | 4,711 | 24,263 | 440 | 4,160 |
| Hillsborough | 7,070 | 3,368 | 3,376 | 80 | 246 |
| Holmes | 20,665 | 5,255 | 7,361 | 3,482 | 4,566 |
| Jackson | 9,470 | 1,590 | 3,800 | 2,200 | 1,880 |
| Jefferson | 5,800 | 1,869 | 3,431 | 210 | 290 |
| Lafayette | 10,044 | 1,595 | 6,804 | 580 | 1,065 |
| Lake | 6,910 | 1,329 | 5,341 | 120 | 120 |
| Lee | 11,802 | 825 | 5,697 | 960 | 4,320 |
| Leon | 8,575 | 1,748 | 5,047 | 780 | 1,000 |
| Levy | 3,435 | 633 | 2,242 | 160 | 400 |
| Liberty | 10,778 | 3,063 | 5,662 | 780 | 1,273 |
| Madison | 12,420 | 1,740 | 9,980 | 200 | 500 |
| Manatee | 22,470 | 2,562 | 10,957 | 1,303 | 7,648 |
| Marion | 5,973 | 540 | 3,993 | 160 | 1,280 |
| Monroe | 8,547 | 920 | 4,847 | 280 | 2,500 |
| Nassau | 19,947 | 1,811 | 12,519 | 450 | 5,167 |
| Orange | 6,647 | 573 | 5,534 | 120 | 420 |
| Osceola | 8,493 | 1,090 | 5,429 | 260 | 1,714 |
| Palm Beach | 8,291 | 2,008 | 5,403 | 180 | 700 |
| Pasco | 11,770 | 1,908 | 8,532 | 310 | 1,020 |
| Pinellas | 25,674 | 3,478 | 18,166 | 390 | 3,640 |
| Polk | 11,373 | 1,140 | 6,513 | 240 | 3,480 |
| Putnam | 10,633 | 1,100 | 6,845 | 320 | 2,368 |
| St. Johns | 5,907 | 935 | 4,355 | 217 | 400 |
| St. Lucie | 13,370 | 5,448 | 6,642 | 340 | 940 |
| Santa Rosa | 7,834 | 1,560 | 4,877 | 300 | 1,097 |
| **Seminole | 11,371 | 2,122 | 6,204 | 795 | 2,150 |
| Sumter | 4,800 | 2,129 | 2,433 | 160 | 78 |
| Suwannee | 16,930 | 1,725 | 12,185 | 900 | 2,180 |
| Taylor | 4,691 | 842 | 2,509 | 580 | 760 |
| Volusia | 10,880 | 3,370 | 6,315 | 320 | 875 |
| Wakulla | 14,676 | 3,159 | 8,207 | 759 | 2,551 |
| Walton | | | | | |
| Washington | | | | | |

*Reported with Washington County.

**Reported with Orange County.

TABLE XII.—Aggregate Salaries Paid Teachers.

| 1912-13. Counties. | Total. | Whites. | | Negroes. | |
|-----------------------|----------------|--------------|--------------|--------------|--------------|
| | | Male. | Female. | Male. | Female. |
| The State | \$1,483,913.55 | \$348,401.40 | \$943,650.18 | \$ 49,990.55 | \$141,871.42 |
| Alachua | 58,114.31 | 12,476.35 | 38,181.82 | 2,787.50 | 4,668.64 |
| Baker | 9,748.79 | 4,522.50 | 4,296.29 | 700.00 | 230.00 |
| *Bay | | | | | |
| Bradford | 22,960.18 | 7,345.67 | 13,839.51 | 1,250.00 | 525.00 |
| Brevard | 16,762.00 | 4,163.75 | 11,443.25 | 520.00 | 635.00 |
| Calhoun | 14,327.50 | 4,130.00 | 9,118.50 | 300.00 | 779.00 |
| Citrus | 14,150.00 | 3,535.00 | 10,295.00 | 80.00 | 240.00 |
| Clay | 13,589.63 | 2,555.00 | 9,392.50 | 360.00 | 1,232.13 |
| Columbia | 21,662.25 | 5,358.00 | 12,766.75 | 712.50 | 2,785.00 |
| Dade | 50,218.75 | 10,383.75 | 35,895.50 | 689.00 | 3,250.50 |
| DeSoto | 48,691.00 | 19,134.00 | 28,295.75 | 750.00 | 511.25 |
| Duval | 132,541.25 | 14,925.00 | 94,283.25 | 3,970.00 | 19,363.00 |
| Escambia | 65,954.35 | 8,115.25 | 44,063.45 | 2,663.60 | 11,112.05 |
| Franklin | 8,835.00 | 1,900.00 | 5,380.00 | 300.00 | 1,255.00 |
| Gadsden | 22,501.75 | 5,550.00 | 13,856.25 | 888.00 | 2,207.50 |
| Hamilton | 13,932.00 | 4,420.00 | 8,362.00 | 240.00 | 910.00 |
| Hernando | 13,359.75 | 2,100.00 | 9,739.75 | 450.00 | 1,070.00 |
| Hillsboro | 109,458.25 | 24,687.75 | 75,405.50 | 1,240.00 | 8,125.00 |
| Holmes | 16,915.25 | 8,998.50 | 7,580.75 | 80.00 | 256.00 |
| Jackson | 40,553.30 | 14,376.50 | 16,397.00 | 4,699.45 | 5,080.35 |
| Jefferson | 18,947.00 | 5,870.00 | 9,260.00 | 2,146.00 | 1,671.00 |
| Lafayette | 14,826.15 | 5,641.85 | 8,244.30 | 395.00 | 545.00 |
| Lake | 26,173.62 | 5,990.00 | 17,570.50 | 1,035.00 | 1,578.12 |
| Lee | 20,476.25 | 4,756.25 | 15,300.00 | 240.00 | 180.00 |
| Leon | 23,784.50 | 3,960.00 | 12,418.00 | 1,856.00 | 5,550.50 |
| Levy | 20,095.75 | 5,874.25 | 11,557.00 | 1,272.00 | 1,392.50 |
| Liberty | 7,222.00 | 2,100.00 | 4,392.00 | 280.00 | 450.00 |
| Madison | 23,164.50 | 8,483.00 | 12,203.25 | 1,025.00 | 1,453.25 |
| Manatee | 36,775.00 | 8,475.00 | 27,200.00 | 350.00 | 750.00 |
| Marion | 51,222.75 | 9,530.00 | 27,315.00 | 3,285.00 | 11,092.75 |
| Monroe | 15,806.00 | 3,000.00 | 8,746.00 | 680.00 | 2,380.00 |
| Nassau | 19,009.75 | 3,350.00 | 10,874.75 | 1,110.00 | 3,675.00 |
| Orange | 57,899.50 | 8,547.00 | 39,462.50 | 1,290.00 | 8,600.00 |
| Osceola | 18,610.00 | 2,778.75 | 14,896.25 | 240.00 | 695.00 |
| Palm Beach | 30,303.00 | 6,705.00 | 19,555.75 | 755.00 | 3,287.25 |
| Pasco | 23,890.00 | 7,364.00 | 15,286.00 | 295.00 | 945.00 |
| Pinellas | 39,734.13 | 9,273.50 | 27,848.88 | 835.00 | 1,776.75 |
| Polk | 76,022.25 | 16,295.50 | 51,041.75 | 1,205.00 | 7,480.00 |
| Putnam | 26,998.25 | 4,494.00 | 16,614.25 | 700.00 | 5,190.00 |
| St. Johns | 23,096.50 | 4,180.00 | 14,864.00 | 880.00 | 3,172.50 |
| St. Lucie | 16,688.25 | 3,605.75 | 11,850.00 | 557.50 | 675.00 |
| Santa Rosa | 30,369.00 | 13,700.50 | 14,861.00 | 535.00 | 1,272.50 |
| **Seminole | | | | | |
| Sumter | 20,541.76 | 6,642.88 | 11,922.63 | 595.00 | 1,381.25 |
| Suwannee | 23,101.00 | 5,428.25 | 13,782.75 | 1,132.50 | 2,757.50 |
| Taylor | 11,760.38 | 6,024.50 | 5,319.00 | 280.00 | 136.88 |
| Volusia | 49,666.00 | 8,485.00 | 35,385.00 | 2,038.00 | 3,758.00 |
| Wakulla | 7,742.70 | 1,834.15 | 4,431.05 | 660.00 | 817.50 |
| Walton | 25,332.50 | 9,109.00 | 14,660.50 | 460.00 | 1,103.00 |
| Washington | 30,419.75 | 8,226.25 | 17,195.25 | 1,178.50 | 3,819.75 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XIII.—Average Monthly Salaries Paid Teachers.

| 1912-13. Counties. | All. | Whites. | | Negroes. | |
|-----------------------|----------|----------|----------|----------|----------|
| | | Male. | Female. | Male. | Female. |
| The State | \$ 52.53 | \$ 74.40 | \$ 53.00 | \$ 37.38 | \$ 32.04 |
| Alachua | 49.60 | 77.01 | 52.08 | 30.05 | 25.42 |
| Baker | 45.49 | 49.42 | 42.85 | 43.75 | 32.85 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 52.47 | 78.98 | 48.17 | 33.33 | 21.00 |
| Brevard | 55.73 | 74.34 | 54.04 | 43.33 | 30.24 |
| Calhoun | 41.85 | 58.37 | 41.90 | 20.00 | 20.00 |
| Citrus | 54.29 | 101.00 | 49.02 | 20.00 | 20.00 |
| Clay | 44.28 | 60.47 | 43.30 | 60.00 | 30.71 |
| Columbia | 45.17 | 66.31 | 46.40 | 30.32 | 28.06 |
| Dade | 59.42 | 89.80 | 59.28 | 45.03 | 29.68 |
| DeSoto | 60.57 | 75.18 | 54.93 | 46.88 | 28.01 |
| Duval | 60.88 | 120.60 | 60.36 | 50.90 | 46.85 |
| Escambia | 54.25 | 89.72 | 53.08 | 55.10 | 37.41 |
| Franklin | 48.61 | 118.75 | 45.59 | 60.00 | 29.35 |
| Gadsden | 48.68 | 92.50 | 51.22 | 25.37 | 22.82 |
| Hamilton | 44.58 | 70.72 | 44.47 | 26.66 | 21.17 |
| Hernando | 51.62 | 95.45 | 51.93 | 45.00 | 27.26 |
| Hillsboro | 63.48 | 104.81 | 62.15 | 56.36 | 34.25 |
| Holmes | 47.85 | 53.44 | 44.91 | 20.00 | 20.81 |
| Jackson | 39.25 | 54.72 | 44.54 | 26.99 | 22.25 |
| Jefferson | 40.02 | 73.83 | 48.74 | 19.51 | 17.77 |
| Lafayette | 51.13 | 60.37 | 48.08 | 38.09 | 37.58 |
| Lake | 52.12 | 75.11 | 51.65 | 35.69 | 29.64 |
| Lee | 59.26 | 71.58 | 57.29 | 40.00 | 30.00 |
| Leon | 40.24 | 96.11 | 43.58 | 38.66 | 25.66 |
| Levy | 46.87 | 69.50 | 45.79 | 32.62 | 27.85 |
| Liberty | 42.06 | 66.46 | 39.18 | 35.00 | 22.50 |
| Madison | 42.98 | 55.32 | 43.12 | 26.31 | 22.83 |
| Manatee | 59.22 | 97.41 | 54.71 | 35.00 | 30.00 |
| Marion | 45.60 | 74.39 | 49.86 | 52.78 | 26.10 |
| Monroe | 54.57 | 111.11 | 48.81 | 85.00 | 37.19 |
| Nassau | 44.48 | 77.17 | 44.85 | 79.28 | 29.40 |
| Orange | 58.05 | 94.39 | 63.04 | 57.33 | 33.29 |
| Osceola | 56.99 | 96.99 | 53.87 | 40.00 | 33.09 |
| Palm Beach | 71.36 | 123.03 | 72.04 | 58.07 | 38.36 |
| Pasco | 55.22 | 73.34 | 56.56 | 32.77 | 27.00 |
| Pinellas | 67.52 | 97.20 | 65.28 | 53.87 | 34.84 |
| Polk | 59.22 | 92.56 | 56.19 | 61.79 | 41.12 |
| Putnam | 47.48 | 78.84 | 51.02 | 58.33 | 29.82 |
| St. Johns | 43.38 | 76.00 | 43.43 | 55.00 | 26.98 |
| St. Lucie | 56.50 | 77.13 | 54.42 | 51.40 | 33.75 |
| Santa Rosa | 45.62 | 50.29 | 44.75 | 31.47 | 27.07 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 51.78 | 85.16 | 48.89 | 39.67 | 25.18 |
| Suwannee | 40.99 | 51.16 | 38.26 | 28.49 | 25.65 |
| Taylor | 49.00 | 56.60 | 43.72 | 35.00 | 35.10 |
| Volusia | 58.46 | 98.38 | 58.08 | 45.29 | 34.57 |
| Wakulla | 31.73 | 43.57 | 35.32 | 22.76 | 21.51 |
| Walton | 53.30 | 54.06 | 46.42 | 28.75 | 25.21 |
| Washington | 41.45 | 52.08 | 41.90 | 31.05 | 29.95 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XIV.—Highest and Lowest Monthly Salaries Paid Teachers.

| 1912-13. Counties. | Highest. | | | | Lowest. | | | |
|-----------------------|----------|--------|--------|--------|---------|--------|--------|--------|
| | White. | | Negro. | | White. | | Negro. | |
| | Male. | Female | Male. | Female | Male. | Female | Male. | Female |
| The State | \$300 | \$150 | \$100 | \$ 75 | \$ 30 | \$ 20 | \$ 15 | \$ 11 |
| Alachua | 175 | 85 | 55 | 35 | 40 | 30 | 20 | 20 |
| Baker | 100 | 80 | 52½ | 40 | 30 | 30 | 30 | 30 |
| *Bay | 140 | 75 | 45 | 25 | 30 | 30 | 25 | 25 |
| Bradford | 110 | 70 | 45 | 35 | 40 | 40 | 40 | 30 |
| Brevard | 100 | 60 | 20 | 20 | 30 | 30 | 20 | 20 |
| Calhoun | 115 | 85 | 20 | 20 | 95 | 30 | 20 | 20 |
| Clay | 100 | 60 | 60 | 40 | 40 | 35 | 60 | 25 |
| Columbia | 175 | 75 | 50 | 35 | 35 | 30 | 20 | 20 |
| Dade | 225 | 100 | 55 | 30 | 50 | 30 | 40 | 25 |
| DeSoto | 187½ | 75 | 50 | 30 | 35 | 35 | 45 | 25 |
| Duval | 300 | 112½ | 90 | 75 | 50 | 20 | 30 | 30 |
| Escambia | 200 | 125 | 85 | 50 | 50 | 40 | 45 | 40 |
| Franklin | 125 | 65 | 60 | 40 | 112½ | 30 | 60 | 20 |
| Gadsden | 200 | 90 | 37 | 25 | 50 | 30 | 20 | 20 |
| Hamilton | 150 | 65 | 40 | 15 | 40 | 40 | 15 | 15 |
| Hernando | 125 | 70 | 45 | 30 | 45 | 35 | 45 | 12½ |
| Hillsboro | 262½ | 137½ | 75 | 45 | 50 | 35 | 35 | 30 |
| Holmes | 100 | 75 | 20 | 22½ | 40 | 40 | 20 | 20 |
| Jackson | 150 | 75 | 50 | 27 | 30 | 20 | 17 | 17 |
| Jefferson | 125 | 65 | 35 | 22½ | 40 | 40 | 15 | 15 |
| LaFayette | 125 | 65 | 40 | 40 | 40 | 40 | 30 | 30 |
| Lake | 125 | 75 | 50 | 32½ | 40 | 40 | 30 | 25 |
| Lee | 125 | 75 | 40 | 30 | 45 | 25 | 40 | 30 |
| Leon | 187½ | 75 | 75 | 35 | 35 | 30 | 22 | 11 |
| Levy | 100 | 70 | 40 | 30 | 35 | 25 | 25 | 20 |
| Liberty | 85 | 47½ | 35 | 25 | 40 | 30 | 35 | 20 |
| Madison | 125 | 75 | 45 | 35 | 35 | 35 | 15 | 20 |
| Manatee | 187½ | 85 | 35 | 30 | 40 | 35 | 35 | 30 |
| Marion | 200 | 100 | 85 | 40 | 35 | 35 | 25 | 25 |
| Monroe | 160 | 85 | 85 | 50 | 40 | 40 | 85 | 30 |
| Nassau | 150 | 80 | 100 | 45 | 35 | 30 | 40 | 20 |
| Orange | 225 | 100 | 80 | 40 | 40 | 40 | 30 | 30 |
| Osceola | 200 | 85 | 40 | 35 | 55 | 40 | 40 | 30 |
| Palm Beach | 250 | 100 | 65 | 40 | 70 | 45 | 50 | 30 |
| Pasco | 125 | 75 | 35 | 30 | 45 | 40 | 30 | 25 |
| Pinellas | 250 | 150 | 60 | 35 | 60 | 40 | 50 | 35 |
| Polk | 200 | 85 | 70 | 50 | 45 | 35 | 40 | 30 |
| Putnam | 175 | 90 | 75 | 40 | 40 | 40 | 25 | 25 |
| St. Johns | 150 | 100 | 75 | 35 | 35 | 20 | 35 | 20 |
| St. Lucie | 125 | 90 | 55 | 35 | 50 | 40 | 50 | 30 |
| Santa Rosa | 125 | 60 | 40 | 30 | 40 | 40 | 30 | 25 |
| **Seminole | 125 | 60 | 40 | 30 | 45 | 35 | 40 | 20 |
| Sumter | 150 | 100 | 50 | 30 | 30 | 30 | 20 | 20 |
| Suwannee | 125 | 50 | 35 | 35 | 35 | 35 | 35 | 35 |
| Taylor | 187½ | 90 | 65 | 65 | 50 | 35 | 32 | 32 |
| Volusia | 60 | 50 | 31½ | 25 | 30 | 30 | 20 | 20 |
| Wakulla | 142½ | 91½ | 40 | 30 | 30 | 30 | 20 | 20 |
| Walton | 125 | 80 | 40 | 35 | 30 | 30 | 25 | 25 |
| Washington | | | | | | | | |

*Reported with Washington County.

**Reported with Orange County.

TABLE XV.—State Taxation for Schools in 1912.
PART I.—Assessed Valuation of Property. One Mill Tax.

| 1912-1913 Counties. | Property Assess- ment. | One Mill Tax. | | | |
|------------------------|------------------------------|---------------|--------------|----------------------------|-----------------------|
| | | Assessed. | Collected. | Apportion- ment. *** | Per Cent Returned. |
| The State | \$211,421,596 | \$211,421.97 | \$181,259.28 | \$216,316.62 | 119 |
| Alachua | 6,854,711 | 6,854.71 | 4,609.80 | 10,536.96 | 229 |
| Baker | 1,545,321 | 1,545.32 | 1,469.73 | 1,969.80 | 137 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 2,028,189 | 2,028.18 | 2,664.72 | 4,055.24 | 152 |
| Brevard | 2,707,892 | 2,707.89 | 2,480.77 | 1,507.24 | 61 |
| Calhoun | 1,980,004 | 1,980.58 | 1,411.82 | 2,214.80 | 156 |
| Citrus | 1,958,300 | 1,958.30 | 2,017.31 | 1,838.48 | 91 |
| Clay | 1,904,611 | 1,904.61 | 1,878.39 | 1,618.96 | 86 |
| Columbia | 2,950,379 | 2,950.38 | 2,597.33 | 5,713.40 | 219 |
| Dade | 7,661,355 | 7,661.13 | 3,767.65 | 4,000.36 | 106 |
| DeSoto | 5,745,133 | 5,745.13 | 4,075.10 | 4,913.72 | 121 |
| Duval | 25,252,101 | 25,252.10 | 23,723.59 | 15,068.48 | 67 |
| Escambia | 12,406,349 | 12,406.35 | 7,567.66 | 9,860.96 | 122 |
| Franklin | 1,400,986 | 1,400.99 | 1,170.01 | 1,066.40 | 91 |
| Gadsden | 2,150,708 | 2,150.71 | 2,058.16 | 6,234.76 | 351 |
| Hamilton | 1,963,692 | 1,963.69 | 1,799.54 | 4,053.28 | 225 |
| Hernando | 1,535,036 | 1,535.00 | 1,552.92 | 1,522.92 | 98 |
| Hillsboro | 16,207,246 | 16,207.25 | 15,120.12 | 13,433.84 | 85 |
| Holmes | 1,573,078 | 1,573.00 | 1,514.02 | 3,224.20 | 213 |
| Jackson | 3,947,944 | 3,947.94 | 3,246.32 | 9,780.40 | 301 |
| Jefferson | 2,410,010 | 2,410.02 | 2,501.10 | 5,446.84 | 218 |
| LaFayette | 2,515,114 | 2,515.11 | 2,260.02 | 1,887.48 | 84 |
| Lake | 3,547,968 | 3,547.79 | 3,360.97 | 2,600.92 | 77 |
| Lee | 3,026,244 | 3,026.24 | 2,894.29 | 1,832.60 | 65 |
| Leon | 3,592,000 | 3,592.00 | 3,554.16 | 10,538.92 | 296 |
| Levy | 2,949,510 | 2,949.51 | 2,693.40 | 2,823.30 | 104 |
| Liberty | 1,318,025 | 1,318.07 | 1,052.94 | 1,307.32 | 123 |
| Madison | 2,927,570 | 2,927.57 | 1,853.67 | 6,144.60 | 331 |
| Manatee | 3,898,060 | 3,898.00 | 3,648.01 | 3,439.80 | 94 |
| Marion | 5,712,716 | 5,712.71 | 5,060.08 | 8,774.92 | 173 |
| Monroe | 3,079,014 | 3,079.00 | 2,744.96 | 2,183.44 | 80 |
| Nassau | 3,022,293 | 3,022.29 | 1,080.70 | 2,775.36 | 257 |
| Orange | 5,776,430 | 5,776.43 | 4,989.80 | 6,191.64 | 126 |
| Osceola | 3,675,978 | 3,675.98 | 3,562.06 | 2,134.44 | 60 |
| Palm Beach | 7,054,445 | 7,054.44 | 5,555.01 | 1,938.44 | 35 |
| Pasco | 2,371,040 | 2,371.04 | 2,275.77 | 2,234.40 | 98 |
| Pinellas | 4,854,228 | 4,854.23 | 4,435.55 | 4,102.44 | 95 |
| Polk | 9,631,451 | 9,631.45 | 8,519.46 | 8,312.36 | 96 |
| Putnam | 3,170,630 | 3,170.63 | 3,060.20 | 3,910.20 | 127 |
| St. Johns | 4,314,575 | 4,314.57 | 4,278.87 | 2,987.04 | 70 |
| St. Lucie | 3,614,049 | 3,614.05 | 3,352.65 | 1,556.24 | 47 |
| Santa Rosa | 4,360,604 | 4,360.60 | 4,622.85 | 4,457.04 | 98 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 2,333,116 | 2,333.00 | 2,054.21 | 2,444.12 | 119 |
| Suwannee | 2,989,701 | 2,989.70 | 2,779.98 | 6,103.44 | 230 |
| Taylor | 2,595,389 | 2,595.38 | 2,438.66 | 1,583.68 | 65 |
| Volusia | 7,025,876 | 7,025.88 | 6,949.01 | 4,929.40 | 75 |
| Wakulla | 930,984 | 930.98 | 301.35 | 1,822.80 | 604 |
| Walton | 3,571,948 | 3,571.95 | 1,845.00 | 4,018.00 | 212 |
| Washington | 3,380,093 | 3,380.09 | 2,809.59 | 5,721.24 | 204 |

*Reported with Washington County.

**Reported with Orange County.

***This amount includes delinquent One Mill taxes.

TABLE XV.—County Taxation for Schools in 1912.
PART II.—Assessment and Collection of 1912; Delinquent Taxes Paid.

| 1912-1913. Counties. | No. of Mills Levied. | Assessed. | Collected. | Delinquent Taxes Paid. | Total. |
|-------------------------|-------------------------|----------------|----------------|---------------------------|----------------|
| The State ..... | .... | \$1,491,895.88 | \$1,156,004.57 | \$285,192.17 | \$1,441,196.74 |
| Alachua | 7 | 47,982.97 | 32,268.65 | 8,779.34 | 41,047.99 |
| Baker | 7 | 10,818.21 | 9,889.75 | 1,237.36 | 11,127.11 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 7 | 20,281.89 | 21,804.91 | ..... | 21,804.91 |
| Brevard | 7 | 18,955.24 | 18,162.97 | 952.47 | 19,115.44 |
| Calhoun | 7 | 13,864.90 | 8,596.96 | 876.59 | 9,473.55 |
| Citrus | 7 | 13,708.10 | 14,223.62 | 17.79 | 14,241.41 |
| Clay | 6½ | 12,333.44 | 10,880.53 | 1,642.97 | 12,523.50 |
| Columbia | 7 | 20,652.65 | 18,244.31 | 2,266.43 | 20,510.74 |
| Dade | 7 | 53,629.48 | 37,676.58 | 9,147.71 | 46,824.29 |
| DeSoto | 7 | 40,215.93 | 28,525.74 | 3,563.72 | 32,089.46 |
| Duval | 7 | 176,764.70 | 128,188.66 | 50,260.72 | 178,449.38 |
| Escambia | 7 | 86,844.44 | 44,496.75 | 34,316.95 | 78,813.70 |
| Franklin | 7 | 9,852.11 | 3,597.84 | 1,537.08 | 8,134.92 |
| Gadsden | 7 | 15,042.89 | 14,267.15 | 2,553.92 | 16,821.07 |
| Hamilton | 7 | 13,745.84 | 11,207.83 | 984.83 | 12,192.66 |
| Hernando | 7 | 10,745.53 | 10,103.42 | 407.12 | 10,510.54 |
| Hillsboro | 7 | 113,450.72 | 65,298.46 | 41,265.74 | 106,564.20 |
| Holmes | 6½ | 10,225.00 | 9,660.69 | 170.92 | 9,831.61 |
| Jackson | 7 | 27,635.58 | 22,724.26 | 5,623.65 | 28,347.91 |
| Jefferson | 7 | 16,870.25 | 14,334.17 | 4,541.76 | 18,875.93 |
| LaFayette | 7 | 18,155.17 | 18,122.66 | 21.29 | 18,143.95 |
| Lake | 7 | 24,835.90 | 23,525.99 | 976.73 | 24,502.72 |
| Lee | 7 | 21,183.70 | 20,682.07 | 538.82 | 21,220.89 |
| Leon | 7 | 25,144.00 | 12,673.54 | 9,835.33 | 22,508.87 |
| Levy | 5½ | 16,229.35 | 14,825.29 | 611.32 | 15,436.61 |
| Liberty | 7 | 9,226.50 | 7,518.30 | 1,412.38 | 8,930.68 |
| Madison | 7 | 20,492.99 | 12,976.69 | 3,443.73 | 16,420.42 |
| Manatee | 8½ | 33,131.41 | 29,651.76 | 12,263.08 | 42,914.84 |
| Marion | 7 | 39,989.00 | 35,420.54 | 2,366.97 | 37,787.51 |
| Monroe | 7 | 21,553.10 | 20,967.78 | ..... | 20,967.78 |
| Nassau | 5½ | 17,378.17 | 12,173.17 | 7,613.78 | 19,786.95 |
| Orange | 7 | 47,800.70 | 46,962.40 | 3,418.63 | 50,381.03 |
| Osceola | 7 | 25,731.86 | 24,918.54 | 2,476.78 | 27,395.32 |
| Palm Beach | 7 | 49,381.11 | 39,258.03 | 6,321.99 | 45,580.02 |
| Pasco | 7 | 16,957.60 | 14,933.19 | 1,752.10 | 16,685.29 |
| Pinellas | 7 | 33,959.43 | 28,590.27 | 6,538.22 | 35,128.49 |
| Polk | 7 | 65,530.15 | 53,412.92 | 5,701.47 | 59,114.39 |
| Putnam | 7 | 22,194.41 | 21,177.93 | 294.56 | 21,472.49 |
| St. Johns | 7 | 30,202.02 | 27,674.61 | 1,732.47 | 29,407.08 |
| St. Lucie | 7 | 25,298.34 | 24,959.67 | 341.91 | 25,301.58 |
| Santa Rosa | 7 | 30,587.22 | 10,921.28 | 19,897.29 | 30,818.57 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 7 | 16,650.00 | 12,136.42 | 685.81 | 12,822.23 |
| Suwannee | 7 | 26,907.95 | 17,905.01 | 3,098.64 | 21,003.65 |
| Taylor | 7 | 18,167.72 | 14,962.92 | 1,888.24 | 16,851.16 |
| Volusia | 7 | 49,181.13 | 49,239.38 | 845.92 | 50,085.30 |
| Wakulla | 6½ | 6,051.40 | 1,958.76 | 3,913.90 | 5,872.66 |
| Walton | 7 | 25,003.64 | 17,501.19 | 10,618.71 | 28,119.90 |
| Washington | 7 | 23,662.04 | 16,801.01 | 2,435.03 | 19,236.04 |

*Reported with Washington County.

**Reported with Orange County.

***Delinquent taxes included in certain Counties.

TABLE XV.—PART III.—Poll Taxes of 1912 and Delinquent Polls Paid.

| 1912-1913. Counties. | Assessed. | Collected. | Delinquent Polls Paid. | Total. |
|-------------------------|-----------|------------|---------------------------|----------|
| The State | \$73,342 | \$48,094 | \$ 4,689 | \$52,783 |
| Alachua | 3,274 | 1,815 | 369 | 2,184 |
| Baker | 356 | 282 | 67 | 349 |
| *Bay | | | | |
| Bradford | 1,358 | 1,347 | | 1,347 |
| Brevard | 1,032 | 596 | 136 | 732 |
| Calhoun | 1,185 | 462 | | 462 |
| Citrus | 630 | 495 | | 495 |
| Clay | 719 | 614 | 66 | 680 |
| Columbia | 2,454 | 1,129 | 98 | 1,227 |
| Dade | 1,884 | 1,582 | | 1,582 |
| DeSoto | 1,132 | 969 | 54 | 1,023 |
| Duval | 8,462 | 1,533 | 392 | 1,925 |
| Escambia | 3,557 | 2,418 | 178 | 2,596 |
| Franklin | 757 | 670 | 71 | 741 |
| Gadsden | 1,723 | 1,253 | 94 | 1,347 |
| Hamilton | 1,551 | 590 | 61 | 651 |
| Hernando | 917 | 410 | 9 | 419 |
| Hillsboro | 2,847 | 1,806 | 256 | 2,062 |
| Holmes | 1,591 | 969 | 55 | 1,024 |
| Jackson | 6,202 | 3,870 | | 3,870 |
| Jefferson | 1,140 | 527 | 30 | 557 |
| LaFayette | 853 | 529 | 5 | 534 |
| Lake | 1,044 | 966 | 21 | 987 |
| Lee | 549 | 646 | 40 | 686 |
| Leon | 1,370 | 888 | 102 | 990 |
| Levy | 992 | 431 | 121 | 552 |
| Liberty | 512 | 212 | 58 | 270 |
| Madison | 2,052 | 985 | 48 | 1,033 |
| Manatee | 1,408 | 401 | | 401 |
| Marion | 3,075 | 2,332 | 453 | 2,785 |
| Monroe | 640 | 224 | | 224 |
| Nassau | 609 | 713 | 232 | 945 |
| Orange | 955 | 1,278 | 122 | 1,400 |
| Osceola | 461 | 643 | 79 | 722 |
| Palm Beach | 740 | 1,037 | 224 | 1,261 |
| Pasco | 711 | 450 | 17 | 467 |
| Pinellas | 724 | 2,254 | 134 | 2,388 |
| Polk | 2,600 | 1,756 | 99 | 1,855 |
| Putnam | 953 | 1,012 | 39 | 1,051 |
| St. Johns | 352 | 336 | 180 | 516 |
| St. Lucie | 423 | 481 | 86 | 567 |
| Santa Rosa | 1,678 | 864 | 104 | 968 |
| **Seminole | | | | |
| Sumter | 1,644 | 608 | | 608 |
| Suwannee | 1,813 | 1,160 | 27 | 1,187 |
| Taylor | 596 | 439 | | 439 |
| Volusia | 1,271 | 1,271 | 200 | 1,471 |
| Wakulla | 955 | 99 | 114 | 213 |
| Walton | 1,891 | 994 | 69 | 1,063 |
| Washington | 1,900 | 1,748 | 179 | 1,927 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XV.—PART IV.—District Taxes of 1912.

| 1912-1913. Counties. | No. of Districts. | Assessed. | Collected. | Delinquent. | Total. |
|-------------------------|-------------------|--------------|--------------|--------------|--------------|
| The State | 699 | \$394,423.83 | \$290,202.57 | \$ 67,333.91 | \$357,536.48 |
| Alachua | 37 | 17,003.79 | 11,694.87 | 3,071.46 | 14,766.33 |
| Baker | 6 | 1,900.75 | 1,715.67 | 437.14 | 2,152.81 |
| *Bay | | | | | |
| Bradford | 27 | 8,966.29 | 8,629.06 | | 8,629.06 |
| Brevard | 3 | 8,070.62 | 7,733.31 | 211.98 | 7,945.29 |
| Calhoun | 15 | 3,852.52 | 2,332.35 | | 2,332.35 |
| Citrus | 16 | 5,871.20 | 5,633.31 | 1,378.33 | 7,011.64 |
| Clay | 7 | 5,684.39 | 4,993.93 | 701.24 | 5,695.17 |
| Columbia | 9 | 4,380.06 | 3,889.28 | 344.73 | 4,234.01 |
| Dade | 14 | 22,793.49 | 15,577.87 | 3,744.68 | 19,322.55 |
| DeSoto | 36 | 16,993.37 | 12,160.94 | 1,268.45 | 13,429.39 |
| Duval | | | | 17.80 | 17.80 |
| Escambia | | | | | |
| Franklin | 1 | 635.60 | 302.82 | 215.06 | 517.88 |
| Gadsden | 6 | 3,749.72 | 3,585.93 | 755.86 | 4,341.79 |
| Hamilton | 4 | 2,737.86 | 2,076.43 | 319.22 | 2,395.65 |
| Hernando | 11 | 4,554.23 | 4,194.36 | 269.57 | 4,463.93 |
| Hillsboro | 55 | 47,317.17 | 29,575.25 | 14,237.51 | 43,812.76 |
| Holmes | 29 | 3,627.33 | 3,287.01 | 46.79 | 3,333.80 |
| Jackson | 20 | 6,209.73 | | 5,161.63 | 5,161.63 |
| Jefferson | 2 | 1,114.68 | 944.15 | 610.15 | 1,554.30 |
| LaFayette | 16 | 5,573.24 | 5,837.53 | | 5,837.53 |
| Lake | 29 | 8,861.17 | 7,950.79 | 98.01 | 8,048.80 |
| Lee | 12 | 7,054.80 | 6,778.99 | 175.42 | 6,954.41 |
| Leon | 1 | 5,463.00 | 1,725.41 | 3,386.31 | 5,111.72 |
| Levy | 19 | 6,117.90 | 5,274.88 | 1,276.38 | 6,551.26 |
| Liberty | 1 | 181.61 | 39.65 | 85.85 | 125.50 |
| Madison | 5 | 1,859.33 | 1,152.24 | 321.44 | 1,473.68 |
| Manatee | 38 | 11,684.59 | 12,258.52 | 8,877.26 | 21,135.78 |
| Marion | 36 | 13,709.35 | 11,420.09 | 1,592.44 | 13,012.53 |
| Monroe | | | | | |
| Nassau | 3 | 3,183.71 | 1,671.79 | 1,527.11 | 3,198.90 |
| Orange | 21 | 17,800.70 | 17,086.07 | 1,023.48 | 18,109.55 |
| Osceola | 5 | 3,632.86 | 3,479.34 | 819.11 | 4,298.45 |
| Palm Beach | 8 | 21,376.08 | 16,773.58 | 2,535.76 | 19,309.34 |
| Pasco | 29 | 7,052.10 | 6,206.95 | 392.04 | 6,598.99 |
| Pinellas | 15 | 14,861.23 | 12,263.67 | 2,164.24 | 14,427.91 |
| Polk | 36 | 21,833.54 | 17,349.17 | 2,761.01 | 20,110.18 |
| Putnam | 12 | 6,319.18 | 5,984.60 | 137.22 | 6,121.82 |
| St. Johns | 3 | 655.84 | 627.03 | | 627.03 |
| St. Lucie | 12 | 9,902.80 | 9,742.26 | 82.60 | 9,824.86 |
| Santa Rosa | 8 | 19,907.96 | 495.99 | 1,233.18 | 1,729.17 |
| **Seminole | | | | | |
| Sumter | 13 | 8,526.11 | 5,240.54 | | 5,240.54 |
| Suwannee | 13 | 5,535.22 | 4,158.98 | 849.62 | 5,008.60 |
| Taylor | 19 | 5,381.48 | 4,366.34 | 720.08 | 5,086.42 |
| Volusia | 21 | 11,745.69 | 8,588.22 | | 8,588.22 |
| Wakulla | 6 | 2,086.08 | 486.43 | 1,012.46 | 1,498.89 |
| Walton | 8 | 4,600.00 | 1,332.19 | 2,483.83 | 2,816.02 |
| Washington | 12 | 4,005.46 | 3,584.78 | 987.46 | 4,572.24 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVI.—Total School Fund Receipts of 1912.
PART I.—Their Sources.

| 1912-1913. Counties. | Total Receipts Except Borrowed Money. | 1. Cash from Last Year. | 2. From From County Taxes. | 3. From Poll Taxes. | 4. From District Taxes. |
|-------------------------|---|----------------------------------|--|------------------------------|----------------------------------|
| The State | \$2,624,569.22 | \$393,025.23 | \$1,441,196.74 | \$52,783 | \$357,536.48 |
| Alachua | 110,156.63 | 34,803.51 | 41,047.99 | 2,184 | 14,766.33 |
| Baker | 17,942.91 | 1,698.24 | 11,127.11 | 349 | 2,152.81 |
| *Bay | | | | | |
| Bradford | 39,081.12 | 1,475.23 | 21,804.91 | 1,347 | 8,629.06 |
| Brevard | 32,391.93 | 1,964.88 | 19,115.44 | 732 | 7,945.29 |
| Calhoun | 23,416.20 | 8,393.00 | 9,473.55 | 462 | 2,332.35 |
| Citrus | 25,679.24 | 1,664.61 | 14,241.41 | 495 | 7,011.64 |
| Clay | 23,297.03 | 2,305.95 | 12,523.50 | 680 | 5,695.17 |
| Columbia | 49,146.15 | 16,069.25 | 20,510.74 | 1,227 | 4,234.01 |
| Dade | 83,136.31 | 8,800.82 | 46,824.29 | 1,582 | 19,322.55 |
| DeSoto | 66,878.92 | 14,105.74 | 32,089.46 | 1,023 | 13,429.39 |
| Duval | 206,088.58 | 5,326.62 | 178,449.38 | 1,925 | 17.80 |
| Escambia | 99,443.87 | 6,336.54 | 78,813.70 | 2,596 | |
| Franklin | 12,963.60 | 1,365.85 | 8,134.92 | 741 | 517.88 |
| Gadsden | 41,542.89 | 11,173.15 | 16,821.07 | 1,347 | 4,341.79 |
| Hamilton | 25,248.78 | 3,787.72 | 12,192.66 | 651 | 2,395.65 |
| Hernando | 20,237.87 | 2,985.48 | 10,510.54 | 419 | 4,463.93 |
| Hillsborough | 267,663.65 | 45,564.06 | 106,564.20 | 2,062 | 43,812.70 |
| Holmes | 24,943.85 | 6,153.49 | 9,831.61 | 1,024 | 3,333.80 |
| Jackson | 67,411.83 | 13,370.19 | 28,347.91 | 3,870 | 5,161.63 |
| Jefferson | 31,555.28 | 3,174.51 | 18,875.93 | 557 | 1,554.30 |
| LaFayette | 38,007.86 | 10,896.80 | 18,143.95 | 534 | 5,837.53 |
| Lake | 53,267.27 | 16,084.81 | 24,502.72 | 987 | 8,048.80 |
| Lee | 37,991.52 | 6,210.12 | 21,220.89 | 686 | 6,954.41 |
| Leon | 50,655.32 | 8,358.66 | 22,508.87 | 990 | 5,111.72 |
| Levy | 29,959.90 | 3,914.28 | 15,436.61 | 552 | 6,551.26 |
| Liberty | 18,979.45 | 7,978.65 | 8,930.68 | 270 | 125.50 |
| Madison | 27,970.75 | 1,246.30 | 16,420.42 | 1,033 | 1,473.68 |
| Manatee | 83,796.53 | 9,837.78 | 42,914.84 | 401 | 21,135.78 |
| Marion | 73,664.06 | 8,593.33 | 37,787.51 | 2,785 | 13,012.53 |
| Monroe | 30,243.72 | 6,355.20 | 20,967.78 | 224 | |
| Nassau | 27,449.89 | 50.48 | 19,786.95 | 945 | 3,198.90 |
| Orange | 90,850.56 | 13,064.79 | 50,381.03 | 1,400 | 18,109.55 |
| Osceola | 41,020.23 | 2,494.97 | 27,395.32 | 722 | 4,298.45 |
| Palm Beach..... | 83,999.09 | 15,176.24 | 45,580.02 | 1,261 | 19,309.34 |
| Pasco | 31,555.54 | 4,920.19 | 16,685.29 | 467 | 6,598.99 |
| Pinellas | 86,675.50 | 8,655.83 | 35,128.49 | 2,388 | 14,427.91 |
| Polk | 125,039.47 | 32,163.86 | 59,114.39 | 1,855 | 20,110.18 |
| Putnam | 38,068.04 | 4,424.78 | 21,472.49 | 1,051 | 6,121.82 |
| St. Johns..... | 34,825.34 | 55.39 | 29,407.08 | 516 | 627.03 |
| St. Lucie..... | 44,521.51 | 5,341.09 | 25,301.58 | 567 | 9,824.86 |
| Santa Rosa..... | 39,838.36 | 656.18 | 30,818.57 | 968 | 1,729.17 |
| **Seminole | | | | | |
| Sumter | 26,605.82 | 4,918.78 | 12,822.23 | 608 | 5,240.54 |
| Suwannee | 39,285.32 | 4,387.33 | 21,003.65 | 1,187 | 5,008.60 |
| Taylor | 28,605.85 | 4,181.51 | 16,851.16 | 439 | 5,086.42 |
| Volusia | 79,058.52 | 12,744.85 | 50,085.30 | 1,471 | 8,588.22 |
| Wakulla | 10,775.53 | 713.43 | 5,872.66 | 213 | 1,498.89 |
| Walton | 39,685.85 | 1,691.08 | 28,119.90 | 1,063 | 3,816.02 |
| Washington | 43,845.28 | 7,389.68 | 19,236.04 | 1,927 | 4,572.24 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVI.—Total School Fund Receipts of 1912.
PART II.—Their Sources.

| Counties. 1912-1913. | From State Apportionment. | | 7 From Tuition Non-Res- ident Pupils. | 8 Exami- nation Fees. | 9 From Other Sources. |
|-------------------------|------------------------------|-----------------------|--|--------------------------------|--------------------------------|
| | 5 Interest Fund. | 6 One-Mill Tax. | | | |
| The State..... | \$49,663.80 | \$216,316.62 | \$1,943.51 | \$2,226 | \$109,877.84 |
| Alachua | 2,419.20 | 10,536.96 | ..... | 19 | 4,379.64 |
| Baker | 452.25 | 1,969.80 | ..... | 15 | 178.70 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 931.05 | 4,055.24 | 199.44 | 53 | 586.19 |
| Brevard | 346.05 | 1,507.24 | 69.00 | 4 | 708.03 |
| Calhoun | 508.50 | 2,214.80 | ..... | 32 | ..... |
| Citrus | 422.10 | 1,838.48 | ..... | 6 | ..... |
| Clay | 371.70 | 1,618.96 | ..... | 28 | 73.75 |
| Columbia | 1,311.75 | 5,713.40 | ..... | 45 | 35.00 |
| Dade | 918.45 | 4,000.36 | ..... | 27 | 1,661.34 |
| DeSoto | 1,128.15 | 4,913.72 | ..... | 58 | 131.46 |
| Duval | 3,459.60 | 15,068.48 | ..... | ..... | 1,841.70 |
| Escambia | 2,149.20 | 9,360.96 | 3.00 | 88 | 96.47 |
| Franklin | 244.35 | 1,066.40 | ..... | 33 | 860.20 |
| Gadsden | 1,431.45 | 6,234.76 | ..... | 37 | 156.67 |
| Hamilton | 930.60 | 4,053.28 | ..... | 24 | 1,213.87 |
| Hernando | 349.65 | 1,522.92 | ..... | 5 | 81.35 |
| Hillsboro | 3,084.30 | 13,433.84 | ..... | 124 | 53,018.49 |
| Holmes | 740.25 | 3,224.20 | 312.50 | 64 | 260.00 |
| Jackson | 2,245.50 | 9,780.40 | ..... | 132 | 4,504.20 |
| Jefferson | 1,250.55 | 5,446.84 | ..... | 61 | 635.15 |
| Lafayette | 433.35 | 1,887.48 | ..... | 8 | 266.75 |
| Lake | 597.15 | 2,600.92 | 361.62 | 21 | 63.25 |
| Lee | 420.75 | 1,832.60 | ..... | 19 | 647.75 |
| Leon | 2,419.65 | 10,538.92 | 75.00 | 94 | 558.50 |
| Levy | 648.45 | 2,823.30 | ..... | 34 | ..... |
| Liberty | 300.15 | 1,307.32 | ..... | 13 | 54.15 |
| Madison | 1,410.75 | 6,144.60 | ..... | 242 | ..... |
| Manatee | 789.75 | 3,439.80 | ..... | 24 | 5,253.58 |
| Marion | 2,014.65 | 8,774.92 | 45.45 | 69 | 581.67 |
| Monroe | 501.30 | 2,183.44 | ..... | 12 | ..... |
| Nassau | 637.20 | 2,775.36 | ..... | 20 | 36.00 |
| Orange | 1,421.55 | 6,191.64 | 120.50 | 124 | 37.50 |
| Osceola | 490.05 | 2,134.44 | ..... | 24 | 3,461.00 |
| Palm Beach | 445.05 | 1,938.44 | ..... | 39 | 250.00 |
| Pasco | 513.00 | 2,234.40 | ..... | 111 | 25.67 |
| Pinellas | 941.40 | 4,102.44 | ..... | 45 | 20,986.43 |
| Polk | 1,908.45 | 8,312.36 | ..... | 57 | 1,518.23 |
| Putnam | 897.75 | 3,910.20 | ..... | 25 | 165.00 |
| St. Johns | 685.80 | 2,987.04 | ..... | 34 | 513.00 |
| St. Lucie | 357.30 | 1,556.24 | 95.00 | 32 | 1,446.44 |
| Santa Rosa | 1,023.30 | 4,457.04 | ..... | 18 | 168.10 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 561.15 | 2,444.12 | ..... | 11 | ..... |
| Suwannee | 1,401.30 | 6,103.44 | ..... | 122 | 72.00 |
| Taylor | 363.60 | 1,583.68 | ..... | 20 | 80.48 |
| Volusia | 1,131.75 | 4,929.40 | ..... | 31 | 77.00 |
| Wakulla | 418.50 | 1,822.80 | ..... | 18 | 218.25 |
| Walton | 922.50 | 4,018.00 | 8.35 | 46 | 1.00 |
| Washington ... | 1,313.55 | 5,721.24 | 653.65 | 58 | 2,973.88 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVII.—Summary of Expenditures of Public School Funds.

| 1912-1913. Counties. | Total Warrants Drawn. | Warrants for Debts and Borrowed Money. | Expenditures. | | |
|-------------------------|--------------------------|--|----------------|------------------------|-------------------------------|
| | | | Total. | For Schools Proper. | For Adminis- tration, Etc. |
| The State .. | \$3,372,406.42 | \$659,014.20 | \$2,713,392.22 | \$2,343,924.59 | \$369,467.63 |
| Alachua | 95,140.89 | ..... | 95,140.89 | 91,693.31 | 3,447.58 |
| Baker | 23,189.38 | 6,919.95 | 16,269.43 | 12,370.30 | 3,899.13 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 80,848.67 | 41,775.69 | 39,072.98 | 35,184.91 | 3,888.07 |
| Brevard | 29,645.77 | ..... | 29,645.77 | 25,101.51 | 4,544.26 |
| Calhoun | 31,919.77 | 11,070.39 | 20,849.38 | 18,100.79 | 2,748.59 |
| Citrus | 34,890.69 | 12,950.00 | 21,940.69 | 18,584.88 | 3,355.81 |
| Clay | 21,148.96 | 1,000.00 | 20,148.96 | 16,386.01 | 3,762.95 |
| Columbia | 42,855.81 | 11,000.00 | 31,855.81 | 27,317.31 | 4,538.50 |
| Dade | 114,510.73 | ..... | 114,510.73 | 97,705.03 | 16,805.70 |
| DeSoto | 81,764.89 | 21,500.00 | 60,264.89 | 54,513.72 | 5,751.17 |
| Duval | 376,445.13 | 115,103.45 | 261,341.68 | 224,737.00 | 36,604.68 |
| Escambia | 145,687.12 | 41,914.46 | 103,772.66 | 92,807.78 | 10,964.88 |
| Franklin | 23,535.85 | 9,575.50 | 13,960.35 | 12,026.86 | 1,933.49 |
| Gadsden | 27,776.20 | ..... | 27,776.20 | 25,535.81 | 2,240.39 |
| Hamilton | 19,689.30 | ..... | 19,689.30 | 17,323.76 | 2,365.54 |
| Hernando | 31,056.70 | 12,000.00 | 19,056.70 | 16,128.39 | 2,928.31 |
| Hillsboro | 367,544.72 | 85,500.00 | 282,044.72 | 199,178.81 | 82,865.91 |
| Holmes | 35,134.17 | 6,005.00 | 29,129.17 | 24,842.88 | 4,286.29 |
| Jackson | 53,805.33 | ..... | 53,805.33 | 47,081.68 | 6,723.65 |
| Jefferson | 30,201.95 | ..... | 30,201.95 | 27,470.46 | 2,731.49 |
| Lafayette | 25,989.76 | 632.80 | 25,356.96 | 22,173.25 | 3,184.71 |
| Lake | 40,278.17 | ..... | 40,278.17 | 36,413.70 | 3,864.47 |
| Lee | 51,969.81 | 21,000.00 | 30,969.81 | 26,852.01 | 4,117.80 |
| Leon | 49,978.48 | 10,800.00 | 39,178.48 | 34,171.13 | 5,007.35 |
| Levy | 25,434.05 | ..... | 25,434.05 | 22,352.73 | 3,081.32 |
| Liberty | 13,575.73 | 3,000.00 | 10,575.73 | 9,027.95 | 1,537.78 |
| Madison | 33,604.51 | ..... | 33,604.51 | 26,770.51 | 6,834.00 |
| Manatee | 255,931.47 | 56,300.20 | 199,631.27 | 187,187.56 | 12,443.71 |
| Marion | 88,287.74 | 18,100.00 | 70,187.74 | 64,512.64 | 5,675.10 |
| Monroe | 29,694.10 | 6,650.00 | 23,044.10 | 18,835.87 | 4,208.23 |
| Nassau | 25,174.69 | ..... | 25,174.69 | 21,892.06 | 3,282.63 |
| Orange | 83,371.85 | ..... | 83,371.85 | 79,262.97 | 4,108.88 |
| Osceola | 66,445.48 | 26,000.00 | 40,445.48 | 33,740.95 | 6,704.53 |
| Palm Beach | 82,885.95 | ..... | 82,885.95 | 78,308.72 | 4,577.23 |
| Pasco | 61,601.47 | 9,666.00 | 51,935.47 | 48,304.25 | 3,631.22 |
| Pinellas | 256,769.93 | 112,840.00 | 143,929.93 | 114,294.86 | 29,635.07 |
| Polk | 126,162.68 | 10,150.00 | 116,012.68 | 105,011.50 | 11,001.18 |
| Putnam | 39,885.85 | ..... | 39,885.85 | 36,804.46 | 3,081.39 |
| St. Johns | 43,743.15 | ..... | 43,743.15 | 33,412.41 | 10,330.74 |
| St. Lucie | 31,323.41 | ..... | 31,323.41 | 28,015.55 | 3,307.86 |
| Santa Rosa | 39,078.57 | ..... | 39,078.57 | 35,728.63 | 3,349.94 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 31,218.00 | ..... | 31,218.00 | 27,904.00 | 3,314.00 |
| Suwannee | 33,725.21 | ..... | 33,725.21 | 26,377.44 | 7,347.77 |
| Taylor | 21,946.20 | 115.42 | 21,830.78 | 16,931.76 | 4,899.02 |
| Volusia | 62,819.18 | ..... | 62,819.18 | 57,486.82 | 5,332.36 |
| Wakulla | 13,959.19 | 3,964.00 | 9,995.19 | 7,922.73 | 2,072.46 |
| Walton | 33,623.82 | 3,481.34 | 30,142.48 | 26,857.98 | 3,284.50 |
| Washington | 37,135.94 | ..... | 37,135.94 | 33,270.45 | 3,865.49 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Cost of Lots, Etc.

| 1912-1913. Counties. | Total. | 1. Salaries of Teachers. | 2. School Lots. | 3. New Buildings. | 4. Repairs on Bldgs. |
|-------------------------|----------------|--------------------------------|-----------------------|-------------------------|-------------------------------|
| The State | \$2,343,924.59 | \$1,483,913.55 | \$39,653.24 | \$497,723.27 | \$85,187.72 |
| Alachua | 91,693.31 | 58,114.31 | | 26,204.77 | 3,088.56 |
| Baker | 12,370.30 | 9,748.79 | | 782.24 | 1,034.87 |
| *Bay | | | | | |
| Bradford | 35,184.91 | 22,960.18 | | 1,166.46 | 2,601.09 |
| Brevard | 25,101.51 | 16,762.00 | | 2,586.75 | 1,180.80 |
| Calhoun | 18,100.79 | 14,327.50 | | 726.33 | 86.05 |
| Citrus | 18,584.88 | 14,150.00 | | 1,124.17 | 1,004.47 |
| Clay | 16,396.01 | 13,589.63 | 414.95 | 736.82 | 303.75 |
| Columbia | 27,317.31 | 21,622.25 | 800.00 | 958.61 | 2,329.50 |
| Dade | 97,705.03 | 50,218.75 | 5,501.24 | 23,504.53 | 2,160.92 |
| DeSoto | 54,513.72 | 48,691.00 | | 1,182.54 | 1,787.34 |
| Duval | 224,737.00 | 132,541.25 | 700.05 | 49,237.93 | 16,299.31 |
| Escambia | 92,807.78 | 65,954.35 | 541.44 | 12,962.13 | 5,411.80 |
| Franklin | 12,026.86 | 8,835.00 | | 1,996.01 | 315.97 |
| Gadsden | 25,535.31 | 22,501.75 | | 1,459.50 | 15.00 |
| Hamilton | 17,323.76 | 13,932.00 | | 2,535.75 | 201.19 |
| Hernando | 16,128.39 | 13,359.75 | | 400.11 | 409.15 |
| Hillsboro | 199,178.81 | 109,458.25 | 7,508.90 | 53,204.93 | 7,208.89 |
| Holmes | 24,842.88 | 16,915.25 | | 4,847.66 | 82.85 |
| Jackson | 47,081.68 | 40,552.30 | | 1,783.12 | 303.59 |
| Jefferson | 27,470.46 | 18,947.00 | 55.00 | 1,560.04 | 274.87 |
| Lafayette | 22,172.25 | 14,826.15 | | 1,415.56 | 1,236.01 |
| Lake | 36,413.70 | 26,173.62 | 250.00 | 5,635.03 | 2,184.81 |
| Lee | 26,852.01 | 20,476.25 | 116.98 | 1,657.29 | 944.07 |
| Leon | 34,171.13 | 23,784.50 | 9.60 | 3,183.11 | 3,596.23 |
| Levy | 22,352.73 | 20,095.75 | | 709.91 | 1,188.31 |
| Liberty | 9,037.95 | 7,222.00 | | 877.18 | 337.09 |
| Madison | 26,770.51 | 23,164.50 | | 788.68 | 833.86 |
| Manatee | 187,187.56 | 36,775.00 | 428.68 | 132,815.15 | 847.21 |
| Marion | 64,512.64 | 51,222.75 | 6,962.52 | 2,901.38 | 675.65 |
| Monroe | 18,835.87 | 15,806.00 | | 301.15 | 229.47 |
| Nassau | 21,892.06 | 19,009.75 | | 854.27 | 1,114.25 |
| Orange | 79,262.97 | 57,899.50 | 25.00 | 1,935.00 | 3,572.28 |
| Osceola | 33,740.95 | 18,610.00 | 5,215.00 | 233.44 | 5,106.79 |
| Palm Beach | 78,308.72 | 30,303.00 | 1,674.26 | 32,103.68 | 677.92 |
| Pasco | 48,304.25 | 23,890.00 | 40.00 | 18,559.90 | 2,002.27 |
| Pinellas | 114,294.86 | 39,734.13 | 2,075.00 | 65,674.14 | 1,425.98 |
| Polk | 105,011.50 | 76,022.25 | | 18,831.15 | 3,717.48 |
| Putnam | 36,804.46 | 26,998.25 | 5,866.81 | | 1,045.66 |
| St. Johns | 23,412.41 | 23,096.50 | 25.00 | 5,936.02 | 818.27 |
| St. Lucie | 28,015.55 | 16,688.25 | 1,395.71 | 4,527.98 | 1,011.67 |
| Santa Rosa | 35,728.63 | 30,369.00 | 6.00 | 2,888.00 | 573.04 |
| **Seminole | | | | | |
| Sumter | 27,904.00 | 20,541.76 | | | 3,297.63 |
| Suwannee | 26,377.44 | 23,101.00 | | 1,360.33 | 184.86 |
| Taylor | 16,931.76 | 11,760.38 | 41.10 | 2,518.90 | 253.30 |
| Volusia | 57,486.82 | 49,666.00 | | 1,764.52 | 1,651.28 |
| Wakulla | 7,922.73 | 7,742.70 | | 25.00 | 91.28 |
| Walton | 26,857.98 | 25,332.50 | | | 428.52 |
| Washington | 33,270.45 | 30,419.75 | | 1,276.10 | 43.56 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Furniture, Apparatus, Etc.

| Counties. 1912-1913. | 5. Furniture | 6. Apparatus | 7. Insurance | 8. Rents | 9. Janitors |
|-------------------------|-----------------|-----------------|-----------------|-------------|----------------|
| The State | \$ 50,911.91 | \$ 13,663.94 | \$ 15,645.43 | \$ 2,165.00 | \$ 28,251.56 |
| Alachua | 2,640.07 | | 709.00 | | 109.55 |
| Baker | | | 249.50 | | 19.00 |
| *Bay | | | | | |
| Bradford | | | | | |
| Brevard | 887.58 | 89.47 | 192.00 | | 135.00 |
| Calhoun | 196.65 | 16.80 | 42.00 | | 8.60 |
| Citrus | 436.88 | 242.33 | 210.00 | | 47.75 |
| Clay | 170.37 | 51.53 | | 21.00 | 139.20 |
| Columbia | 152.43 | 32.55 | 510.00 | 15.00 | 254.34 |
| Dade | 6,464.02 | 2,967.40 | 936.45 | 30.00 | 1,778.55 |
| De Soto | 365.20 | 554.09 | 97.50 | 106.60 | 378.00 |
| Duval | 5,854.97 | | 2,349.75 | 425.00 | 6,935.27 |
| Escambia | 1,838.82 | | 725.73 | 138.00 | 2,494.66 |
| Franklin | 3.85 | | 207.00 | | 229.00 |
| Gadsden | 454.03 | | 190.00 | | |
| Hamilton | 165.80 | | 90.00 | | |
| Hernando | 437.15 | | | | 154.25 |
| Hillsboro | 3,185.92 | 2,474.18 | 1,783.09 | 238.00 | 5,155.70 |
| Holmes | 1,994.80 | 478.00 | 46.95 | | |
| Jackson | 136.52 | 18.51 | 130.00 | | |
| Jefferson | 318.35 | | 247.07 | | 71.00 |
| Lafayette | 627.20 | | | | |
| Lake | 585.17 | | 89.00 | | 211.25 |
| Lee | 389.86 | 1,018.07 | 27.00 | | 429.42 |
| Leon | 1,010.04 | 112.03 | 243.00 | 157.34 | 516.20 |
| Levy | 23.77 | 5.40 | | | 20.70 |
| Liberty | 370.39 | | 63.00 | | |
| Madison | 55.85 | | 324.52 | | 60.00 |
| Manatee | 6,239.86 | 1,575.30 | 2,182.35 | 70.00 | 273.05 |
| Marion | 1,175.17 | 56.09 | 57.25 | 65.00 | 467.15 |
| Monroe | 479.15 | 337.30 | 150.00 | | 1,081.00 |
| Nassau | 53.22 | | 58.00 | 15.00 | 229.75 |
| Orange | 959.88 | 312.95 | 506.00 | 290.00 | 1,780.55 |
| Osceola | 415.70 | | 434.00 | 200.00 | 422.80 |
| Palm Beach | 4,380.72 | 100.00 | 871.38 | 86.41 | 936.50 |
| Pasco | 656.32 | 30.00 | 342.00 | | 212.60 |
| Pinellas | 696.70 | 579.46 | 254.65 | 157.65 | 233.75 |
| Polk | 41.25 | 1,313.66 | 457.94 | | 625.00 |
| Putnam | 1,089.00 | | 68.25 | 68.00 | 304.60 |
| St. Johns | 290.38 | 269.76 | 75.00 | | 955.25 |
| St. Lucie | 434.82 | 269.76 | 124.50 | | 141.55 |
| Santa Rosa | 681.55 | 371.60 | 30.00 | 25.00 | 88.00 |
| **Seminole | | | | | |
| Sumter | 1,379.57 | | 80.85 | | |
| Suwannee | | | 280.70 | | 200.00 |
| Taylor | | | | | 64.00 |
| Volusia | 1,272.54 | 239.65 | 210.00 | 25.00 | 990.59 |
| Wakulla | | | | | |
| Walton | 694.42 | 28.05 | | | 98.00 |
| Washington | 1,205.47 | 120.00 | | 32.00 | |

*Reported with Washington County.

**Reported with Orange County.

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Fuel, Free Books, Etc.

| Counties. 1912-1913 | 10. Fuel. | 11. Free Books. | 12. Transporta- tion of Pupils. | 13. School Incl- dentals. |
|------------------------|--------------|-----------------------|--|---------------------------------|
| The State | \$ 7,641.03 | \$ 8,725.36 | \$ 34,664.69 | \$ 75,777.89 |
| Alachua | 330.73 | ..... | ..... | 496.32 |
| Baker | 7.75 | ..... | 303.15 | 225.00 |
| *Bay ..... | ..... | ..... | ..... | ..... |
| Bradford ..... | ..... | ..... | 266.00 | 8,191.18 |
| Brevard | 24.50 | 569.09 | 2,345.00 | 329.32 |
| Calhoun | 51.73 | 600.78 | 100.00 | 1,944.35 |
| Citrus | 38.92 | 808.89 | 364.86 | 157.11 |
| Clay | 65.75 | 165.90 | 379.80 | 347.31 |
| Columbia | 120.00 | ..... | 131.20 | 391.43 |
| Dade | 31.10 | 27.33 | 747.50 | 3,337.24 |
| De Soto | 18.50 | 91.77 | ..... | 1,241.18 |
| Duval | 3,151.78 | ..... | 4,500.25 | 2,751.46 |
| Escambia | 770.00 | ..... | 90.00 | 1,880.85 |
| Franklin | 63.75 | ..... | ..... | 376.28 |
| Gadsden ..... | ..... | ..... | ..... | 915.00 |
| Hamilton | 30.00 | ..... | ..... | 369.02 |
| Hernando | 31.00 | 937.80 | 156.75 | 242.43 |
| Hillsboro | 480.90 | 622.26 | 672.11 | 7,185.68 |
| Holmes ..... | ..... | ..... | ..... | 477.37 |
| Jackson | 42.70 | ..... | ..... | 4,113.94 |
| Jefferson ..... | ..... | ..... | 5,608.45 | 388.68 |
| Lafayette | 22.00 | 2,044.85 | 78.70 | 1,921.78 |
| Lake | 47.50 | 24.14 | 404.25 | 808.93 |
| Lee | 62.70 | 105.98 | 381.90 | 1,242.49 |
| Leon | 552.63 | ..... | 297.82 | 708.63 |
| Levy | 27.96 | 146.31 | ..... | 134.62 |
| Liberty | 37.00 | ..... | 30.00 | 101.29 |
| Madison | 118.96 | 554.03 | 448.90 | 421.21 |
| Manatee | 10.00 | 310.57 | 379.00 | 5,281.39 |
| Marion | 87.25 | 58.03 | ..... | 784.40 |
| Monroe ..... | ..... | 138.91 | ..... | 312.89 |
| Nassau | 63.45 | ..... | ..... | 494.37 |
| Orange | 299.41 | 213.60 | 5,200.00 | 6,268.80 |
| Osceola | 30.75 | 586.66 | 8.45 | 2,477.36 |
| Palm Beach | 259.73 | 199.59 | 4,447.20 | 2,268.33 |
| Pasco | 4.25 | 68.85 | 1,516.92 | 981.14 |
| Pinellas | 48.28 | 136.58 | 1,134.00 | 2,144.54 |
| Polk ..... | ..... | 96.08 | ..... | 3,906.69 |
| Putnam | 48.75 | ..... | 958.70 | 356.44 |
| St. Johns | 245.65 | 42.28 | 181.00 | 1,477.30 |
| St. Lucie ..... | ..... | ..... | 1,222.63 | 2,198.68 |
| Santa Rosa | 40.50 | 17.92 | ..... | 638.02 |
| **Seminole ..... | ..... | ..... | ..... | ..... |
| Sumter ..... | ..... | ..... | 173.50 | 2,430.69 |
| Suwannee ..... | ..... | ..... | ..... | 1,250.55 |
| Taylor | 54.50 | ..... | 940.00 | 1,300.58 |
| Volusia | 177.15 | 76.46 | 1,196.65 | 215.98 |
| Wakulla ..... | ..... | ..... | ..... | 63.75 |
| Walton | 143.50 | 74.55 | ..... | 58.44 |
| Washington ..... | ..... | 6.15 | ..... | 167.42 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

| 1912-1913. Counties. | Total. | 1. Salary of Superintendents. | 2. Traveling Expenses of Superintendents. | 3. Per Diem and Mileage of School Boards. | 4. Incidental Expenses of Supts. and Boards. | 5. Commissions Paid Treasurers. |
|-------------------------|--------------|-------------------------------------|--|--|---|---------------------------------------|
| The State ... | \$369,467.63 | \$65,712.60 | \$2,918.33 | \$16,633.38 | \$24,274.29 | \$36,119.13 |
| Alachua | 3,447.58 | 1,800.00 | ..... | 354.80 | 143.16 | 912.00 |
| Baker | 3,899.13 | 900.00 | 12.30 | 324.25 | 65.85 | 490.00 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 3,888.07 | 1,200.00 | ..... | 392.04 | ..... | 1,291.33 |
| Brevard | 4,544.26 | 1,200.00 | 84.55 | 473.80 | 112.48 | 741.26 |
| Calhoun | 2,748.59 | 1,200.00 | 21.50 | 347.82 | 117.00 | 292.90 |
| Citrus | 3,355.81 | 1,200.00 | 17.50 | 288.00 | 328.68 | 406.48 |
| Clay | 3,762.95 | 1,080.00 | ..... | 281.20 | 453.90 | 363.78 |
| Columbia | 4,538.50 | 1,350.00 | ..... | 237.60 | 58.14 | 536.21 |
| Dade | 16,805.70 | 2,086.30 | 347.80 | 261.80 | 857.05 | 1,836.68 |
| DeSoto | 5,751.17 | 1,500.00 | ..... | 495.70 | 189.79 | 1,022.13 |
| Duval | 36,604.68 | 2,400.00 | 119.00 | 978.00 | 8,058.82 | ..... |
| Escambia | 10,964.88 | 2,275.00 | ..... | 388.00 | 536.69 | 1,689.30 |
| Franklin | 1,933.49 | 600.00 | 8.35 | 234.00 | 161.94 | 413.48 |
| Gadsden | 2,240.89 | 1,200.00 | ..... | 217.00 | 206.00 | 546.09 |
| Hamilton | 2,365.54 | 1,200.00 | ..... | 260.20 | 72.90 | 429.25 |
| Hernando | 2,928.31 | 1,200.00 | 19.50 | 262.00 | 39.50 | 188.70 |
| Hillsboro | 82,865.91 | 3,000.00 | 275.00 | 597.40 | 1,812.89 | 4,418.58 |
| Holmes | 4,286.29 | 1,200.00 | 98.62 | 403.60 | 383.00 | 380.80 |
| Jackson | 6,723.65 | 1,500.00 | 24.20 | 401.50 | 80.04 | 819.34 |
| Jefferson | 2,731.49 | 1,310.00 | 19.30 | 285.60 | 74.21 | 447.91 |
| Lafayette | 3,184.71 | 1,200.00 | 24.85 | 367.40 | 43.45 | 467.42 |
| Lake | 3,864.47 | 1,200.00 | 225.00 | 341.20 | 180.30 | 706.94 |
| Lee | 4,117.80 | 1,425.00 | 137.72 | 201.00 | 18.36 | 660.94 |
| Leon | 5,007.35 | 1,200.00 | 13.45 | 218.40 | 108.21 | 851.85 |
| Levy | 3,081.32 | 1,200.00 | ..... | 341.20 | 112.61 | 438.61 |
| Liberty | 1,537.78 | 600.00 | ..... | 251.50 | 109.80 | 288.78 |
| Madison | 6,834.00 | 1,200.00 | ..... | 361.00 | 632.38 | 570.62 |
| Manatee | 12,443.71 | 1,475.00 | ..... | 352.50 | 364.44 | 1,231.70 |
| Marion | 5,675.10 | 1,800.00 | 1.30 | 433.00 | 451.53 | 980.07 |
| Monroe | 4,208.23 | 1,325.00 | 6.20 | 228.00 | 239.81 | 576.78 |
| Nassau | 3,282.63 | 1,200.00 | ..... | 401.60 | 68.07 | 437.92 |
| Orange | 4,108.88 | 1,800.00 | 307.40 | 230.40 | 224.26 | 1,286.82 |
| Osceola | 6,704.53 | 1,200.00 | ..... | 360.00 | 863.65 | 1,066.00 |
| Palm Beach | 4,577.23 | 1,625.00 | 203.35 | 346.74 | 368.69 | 826.95 |
| Pasco | 3,631.22 | 450.00 | 50.00 | 362.15 | 68.73 | 141.03 |
| Pinellas | 29,635.07 | 1,500.00 | 139.81 | 379.60 | 242.38 | 369.38 |
| Polk | 11,001.18 | 2,135.00 | 220.13 | 527.40 | ..... | 1,049.28 |
| Putnam | 3,081.39 | 1,500.00 | 5.05 | 311.60 | 201.24 | 562.91 |
| St. Johns | 10,330.74 | 1,326.30 | 32.25 | 162.00 | 1,568.48 | 709.14 |
| St. Lucie | 3,307.86 | 1,200.00 | 293.15 | 276.30 | 149.85 | 534.25 |
| Santa Rosa | 3,349.94 | 1,200.00 | ..... | 238.80 | 333.95 | 726.26 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 3,314.00 | 1,200.00 | ..... | 253.80 | 275.68 | 836.76 |
| Suwannee | 7,347.77 | 1,200.00 | ..... | 372.20 | 2,143.54 | 604.30 |
| Taylor | 4,899.02 | 1,200.00 | ..... | 302.00 | 862.72 | 378.24 |
| Volusia | 5,332.36 | 1,800.00 | 196.05 | 498.80 | 440.06 | 1,121.82 |
| Wakulla | 2,072.46 | 600.00 | 15.00 | 235.20 | 25.52 | 349.54 |
| Walton | 3,284.50 | 1,350.00 | ..... | 442.68 | 303.12 | 647.92 |
| Washington | 3,865.49 | 1,200.00 | ..... | 351.82 | 121.42 | 470.67 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Interest on Debts and Other Expenditures.

| 1912-1913. Counties. | ⁶ Interest on Debts and Loans. | ⁷ Institutes and Summer Schools. | ⁸ Undistributed Books, Etc. | ⁹ Printing. | ¹⁰ Expenses of Examinations. | ¹¹ Tuition of County Line Pupils. | All Other Purposes. |
|-------------------------|--|--|--|---------------------------|---|---|------------------------|
| The State | \$81,481.20 | \$ 2,330.41 | \$28,506.95 | \$ 4,963.17 | \$ 3,550.12 | \$ 1,269.49 | \$101,708.56 |
| Alachua | | | | 70.00 | 158.00 | | 9.62 |
| Baker | | 75.00 | 150.00 | 114.45 | 55.30 | | 1,711.98 |
| *Bay | | | | | | | |
| Bradford | 814.66 | | | 58.90 | 101.50 | | |
| Brevard | 630.34 | | 823.26 | 107.00 | 15.20 | 84.00 | 272.37 |
| Calhoun | | | 203.17 | | 26.20 | | 540.00 |
| Citrus | 477.00 | | 363.12 | 78.75 | | | 196.23 |
| Clay | 1,051.64 | | | 70.00 | 62.00 | 136.50 | 263.93 |
| Columbia | 1,182.15 | | 350.50 | 50.50 | 45.40 | | 728.00 |
| Dade | 7,897.20 | 316.45 | 184.59 | 304.08 | 106.70 | | 2,607.05 |
| DeSoto | 895.56 | 30.50 | 1,508.17 | 48.42 | 36.40 | | 24.50 |
| Duval | 21,171.11 | 160.00 | 3,007.05 | 625.70 | 85.00 | | |
| Escambia | 5,092.54 | | | 266.45 | 140.90 | | 576.00 |
| Franklin | 402.22 | | | 53.50 | 60.00 | | |
| Gadsden | 7.69 | | | 24.00 | 40.00 | | |
| Hamilton | 255.34 | | | | 51.20 | | 96.65 |
| Hernando | 943.37 | | 89.83 | 89.95 | 17.00 | | 78.46 |
| Hillsboro | 7,821.48 | 230.50 | 5,311.71 | 251.15 | 139.20 | | 59,008.00 |
| Holmes | 530.79 | | 403.83 | 74.50 | 89.90 | | 721.25 |
| Jackson | | 155.00 | 3,390.92 | 167.45 | 185.20 | | |
| Jefferson | 219.96 | | | 30.00 | 95.50 | | 249.01 |
| LaFayette | 173.78 | | 410.42 | 76.00 | 30.80 | | 390.59 |
| Lake | 205.71 | | 205.00 | 64.21 | 45.30 | | 690.81 |
| Lee | 466.66 | | 163.41 | 74.63 | 52.80 | | 917.23 |
| Leon | 926.67 | | 49.50 | 22.00 | 129.90 | | 1,487.57 |
| Levy | 257.65 | 450.00 | | | 54.30 | | 226.95 |
| Liberty | 120.00 | | | 36.00 | 29.80 | | 101.90 |
| Madison | 775.03 | | 2,810.29 | 68.05 | 178.50 | 114.80 | 122.35 |
| Manatee | 8,251.50 | | 18.50 | 140.09 | 62.60 | | 547.38 |
| Marion | 1,266.45 | 265.00 | | 237.55 | 126.55 | 43.65 | 70.00 |
| Monroe | 1,327.51 | 240.00 | | 168.43 | 9.00 | | 87.50 |
| Nassau | 680.08 | 193.00 | 194.86 | 39.75 | 67.35 | | |
| Orange | | | | | 185.00 | 75.00 | |
| Osceola | 1,433.32 | | | 107.30 | 15.00 | 53.75 | 1,605.51 |
| Palm Beach | 277.08 | | 49.13 | 64.14 | 37.00 | | 779.15 |
| Pasco | 635.77 | | | 68.50 | 68.80 | | 1,786.24 |
| Pinellas | 2,531.18 | | 3,180.82 | 3,588.83 | 185.95 | | 20,747.12 |
| Polk | 666.86 | | 3,819.97 | 182.19 | 96.40 | 350.00 | 1,953.95 |
| Putnam | 255.89 | | | 113.95 | 85.30 | 45.45 | |
| St. Johns | 6,451.12 | | | | 81.45 | | |
| St. Lucie | 322.11 | | | 196.80 | 58.20 | | 277.20 |
| Santa Rosa | 649.57 | 22.76 | | 88.10 | 75.50 | | 15.00 |
| *Seminole | | | | | | | |
| Sumter | 648.61 | | | 39.75 | 25.50 | | 33.90 |
| Suwannee | 2,467.28 | | | | 130.20 | | 430.25 |
| Taylor | 877.29 | | 1,177.82 | 68.35 | 32.00 | | .60 |
| Volusia | | 192.20 | 285.20 | 100.00 | 48.97 | 96.70 | 552.56 |
| Wakulla | 327.32 | | 35.88 | 36.00 | 16.70 | | 431.30 |
| Walton | 93.41 | | 255.00 | 85.75 | 39.15 | | 67.47 |
| Washington | | | 65.00 | 42.00 | 71.50 | 240.00 | 1,302.09 |

*Reported with Washington County.
**Reported with Orange County.

TABLE XX.—PART I.—Showing Financial Condition of County Boards July 1st, 1913.

| 1912-1913. Counties. | Total In- debtedness County and District. | Total Indebtedness. | | Cash on Hand. | |
|-------------------------|---|---------------------|-------------------|-----------------|-------------------|
| | | County Fund. | District Fund. | County Fund. | District Fund. |
| The State | \$1,650,370.38 | \$1,415,903.60 | \$234,461.78 | \$241,189.65 | \$170,045.63 |
| Alachua | 61,768.14 | 10,029.18 | 51,738.96 | 12,078.35 | 5,454.33 |
| Baker | 7,047.20 | 6,870.10 | 177.10 | 1,337.47 | 1,799.01 |
| *Bay | | | | | |
| Bradford | 69,663.76 | 67,081.61 | 2,582.15 | 4,119.60 | 3,976.03 |
| Brevard | 7,690.62 | 7,690.62 | | 3,358.27 | |
| Calhoun | 9,641.81 | 9,066.47 | 575.34 | 661.34 | 2,166.85 |
| Citrus | | | | 537.82 | 1,280.73 |
| Clay | 10,906.25 | 9,686.49 | 1,219.76 | 22.45 | 2,122.76 |
| Columbia | 13,550.00 | 12,860.95 | 689.05 | 10,515.52 | 1,271.69 |
| Dade | 47,515.22 | 45,434.54 | 2,080.68 | 11,812.72 | 5,870.83 |
| DeSoto | 4,268.73 | 3,262.91 | 1,005.82 | 2,364.96 | 7,296.36 |
| Duval | 288,580.55 | 288,580.55 | | 11,566.14 | |
| Escambia | 113,618.15 | 113,618.15 | | 8,314.42 | |
| Franklin | 7,364.30 | 7,364.30 | | 638.39 | 777.12 |
| Gadsden | 188.94 | 5.00 | 183.94 | 9,330.48 | 4,107.16 |
| Hamilton | 6,377.75 | 257.62 | 6,120.13 | 2,305.88 | 882.95 |
| Hernando | 14,395.14 | 14,395.14 | | 53.13 | 2,965.24 |
| Hillsboro | 189,335.67 | 184,886.60 | 4,449.07 | 22,658.41 | 17,790.30 |
| Holmes | 9,329.75 | 8,440.28 | 889.47 | 4,639.23 | 3,169.79 |
| Jackson | 4,131.20 | 4,131.20 | | 15,576.09 | 1,074.32 |
| Jefferson | 4,381.49 | 4,381.49 | | 4,232.74 | |
| LaFayette | 6,415.72 | 3,145.36 | 3,270.36 | 8,656.81 | 4,130.92 |
| Lake | 3,973.30 | 473.30 | 3,500.00 | 9,367.26 | 5,195.40 |
| Lee | 16,716.95 | 16,492.17 | 224.78 | 6,892.92 | 4,280.79 |
| Leon | 22,410.15 | 406.80 | 22,003.35 | 4,218.32 | 959.37 |
| Levy | 3,421.08 | 3,348.52 | 72.56 | 108.35 | 5,823.98 |
| Liberty | 9,000.00 | 9,000.00 | | 7,339.06 | 182.57 |
| Madison | 11,437.76 | 11,062.76 | 375.00 | 2.66 | 512.51 |
| Manatee | 136,111.13 | 135,517.51 | 593.62 | 2,731.61 | 12,364.53 |
| Marion | 18,420.65 | 11,226.98 | 7,193.67 | 707.65 | 4,996.63 |
| Monroe | 18,024.75 | 18,024.75 | | 8,671.96 | |
| Nassau | 11,098.17 | 6,276.73 | 4,821.44 | 262.95 | 30.56 |
| Orange | 110.00 | 110.00 | | 77.83 | 7,013.45 |
| Osceola | 14,335.26 | 14,181.36 | 153.90 | 1,402.05 | 3,726.24 |
| Palm Beach ... | 14,677.99 | 14,594.34 | 83.65 | 133.26 | 11,622.35 |
| Pasco | 11,605.94 | 11,605.94 | | 2,295.38 | 4,182.84 |
| Pinellas | 92,911.20 | 89,384.70 | 3,526.50 | 3,719.87 | 3,355.38 |
| Polk | 143,677.47 | 59,482.02 | 84,195.45 | 14,138.75 | 9,990.57 |
| Putnam | 4,738.25 | 4,537.37 | 200.88 | 160.47 | 2,238.18 |
| St. Johns | 86,477.31 | 86,477.31 | | 539.48 | 144.82 |
| St. Lucie | 2,767.14 | 1,264.46 | 1,502.68 | 3,200.08 | 7,203.20 |
| Santa Rosa | 12,136.77 | 11,483.77 | 653.00 | 1.44 | 812.16 |
| **Seminole | | | | | |
| Sumter | 30,915.85 | 20,373.27 | 10,542.58 | 2,305.48 | 3,927.07 |
| Suwannee | 38,126.90 | 30,604.59 | 7,522.31 | 9,655.96 | 2,070.16 |
| Taylor | 9,185.79 | 7,711.78 | 1,474.01 | 93.43 | 4,816.73 |
| Volusia | 631.25 | 191.25 | 440.00 | 13,937.82 | 1,636.41 |
| Wakulla | 3,011.16 | 2,121.25 | 889.91 | 970.03 | 121.77 |
| Walton | 5,587.84 | 4,821.83 | 766.01 | 6,035.68 | 964.72 |
| Washington | 52,689.93 | 43,945.28 | 8,744.65 | 7,389.68 | 5,726.85 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XX.—PART II.—Showing Financial Condition of County Boards July 1st, 1913.

| 1912-1913. Counties. | Net Indebtedness of Counties in Debt. | | Net Cash of Counties Not in Debt. | |
|-------------------------|--|-------------------|---|-------------------|
| | County Fund. | District Fund. | County Fund. | District Fund. |
| The State | \$1,235,287.54 | \$169,773.31 | \$ 60,568.59 | \$105,357.16 |
| Alachua | | 46,254.63 | 2,049.17 | |
| Baker | 5,532.63 | | | 1,621.91 |
| *Bay | | | | |
| Bradford | 62,962.01 | | | 1,393.88 |
| Brevard | 4,332.35 | | | |
| Calhoun | 8,405.13 | | | 1,591.51 |
| Citrus | | | 537.82 | 1,280.73 |
| Clay | 9,664.04 | | | 903.00 |
| Columbia | 2,345.43 | | | 582.64 |
| Dade | 33,621.82 | | | 3,790.15 |
| DeSoto | 897.95 | | | 6,290.54 |
| Duval | 277,014.41 | | | |
| Escambia | 105,303.73 | | | |
| Franklin | 6,725.91 | | | 777.12 |
| Gadsden | | | 9,375.48 | 3,923.22 |
| Hamilton | | 5,237.18 | 2,048.26 | |
| Hernando | 14,342.01 | | | 2,965.24 |
| Hillsboro | 162,228.19 | | | 13,341.23 |
| Holmes | 3,801.05 | | | 2,280.32 |
| Jackson | | | 11,444.89 | 1,074.32 |
| Jefferson | 148.75 | | | |
| LaFayette | | | 5,511.45 | 860.56 |
| Lake | | | 8,893.96 | 1,695.40 |
| Lee | 9,599.25 | | | 4,056.01 |
| Leon | | 21,043.98 | 3,811.52 | |
| Levy | 3,240.17 | | | 5,751.42 |
| Liberty | 1,660.94 | | | 182.57 |
| Madison | 11,060.10 | | | 137.51 |
| Manatee | 132,785.90 | | | 11,770.91 |
| Marion | 10,519.33 | 2,197.04 | | |
| Monroe | 9,352.79 | | | |
| Nassau | 6,013.78 | 4,790.88 | | |
| Orange | 32.17 | | | 7,013.45 |
| Osceola | 12,779.31 | | | 3,572.34 |
| Palm Beach | 14,461.08 | | | 11,538.70 |
| Pasco | 9,310.56 | | | 4,182.84 |
| Pinellas | 85,664.83 | 191.12 | | |
| Polk | 45,343.27 | 74,204.88 | | |
| Putnam | 4,376.90 | | | 2,037.30 |
| St. Johns | 85,937.83 | | | 144.82 |
| St. Lucie | | | 1,935.62 | 5,700.52 |
| Santa Rosa | 11,482.33 | | | 159.16 |
| **Seminole | | | | |
| Sumter | 18,067.79 | 6,615.51 | | |
| Suwannee | 20,948.63 | 5,452.15 | | |
| Taylor | 7,618.35 | | | 3,342.72 |
| Volusia | | | 13,746.57 | 1,196.41 |
| Wakulla | 1,151.22 | 768.14 | | |
| Walton | | | 1,213.85 | 198.71 |
| Washington | 36,555.60 | 3,017.80 | | |

*Reported with Washington County.

**Reported with Orange County.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

| 1912-1913. Counties. | Debits.*** | | | Credits.*** | | |
|-------------------------|---|--------------------|---|--|--|---------------|
| | Total Receipts Except Borrow- ed Money. | Borrowed Money. | Warrants of 1913 Not Paid July 1st. | Total Expendi- tures Except Payment of Debts. | Loans, Old Debts and Old Warrants Paid. | Cash on Hand. |
| The State | \$2,624,569.22 | \$688,244.01 | \$803,219.94 | \$2,713,392.22 | \$991,506.78 | \$411,134.17 |
| Alachua | 110,156.63 | | 9,913.54 | 95,140.89 | 7,366.60 | 17,562.68 |
| Baker | 17,942.91 | 7,373.66 | 1,009.29 | 16,269.43 | 6,919.85 | 3,136.58 |
| *Bay | | | | | | |
| Bradford | 39,081.12 | 41,775.69 | 12,000.00 | 39,072.98 | 45,688.20 | 8,095.63 |
| Brevard | 32,391.93 | | 5,480.49 | 29,645.77 | 4,868.38 | 3,358.27 |
| Calhoun | 23,416.20 | 7,500.00 | 9,641.81 | 20,849.38 | 16,880.44 | 2,828.19 |
| Citrus | 25,679.24 | 12,950.00 | | 21,940.69 | 14,870.00 | 1,818.55 |
| Clay | 23,297.03 | | 3,908.25 | 20,148.96 | 4,911.11 | 2,145.21 |
| Columbia | 49,146.15 | 11,000.00 | 4,556.67 | 31,855.81 | 21,059.80 | 11,787.21 |
| Dade | 83,136.81 | 84,910.27 | 33,084.13 | 114,510.73 | 58,096.93 | 28,523.55 |
| DeSoto | 66,878.92 | 21,500.00 | 4,216.16 | 60,264.89 | 22,668.87 | 9,661.32 |
| Duval | 206,088.58 | 100,000.00 | 124,493.38 | 261,341.68 | 167,674.14 | 11,566.14 |
| Escambia | 99,443.37 | 30,914.46 | 34,604.15 | 103,772.66 | 48,577.00 | 12,612.82 |
| Franklin | 12,963.60 | 9,403.40 | 6,764.30 | 13,960.35 | 13,755.44 | 1,415.51 |
| Gadsden | 41,542.89 | | 5.00 | 27,776.20 | 284.05 | 13,487.64 |
| Hamilton | 25,248.78 | | 1,475.75 | 19,689.30 | 3,846.40 | 3,188.83 |
| Hernando | 20,337.87 | 9,150.00 | 13,395.14 | 19,056.70 | 20,807.96 | 3,018.35 |
| Hillsboro | 267,663.65 | 84,905.00 | 74,822.40 | 282,044.72 | 104,897.62 | 40,448.71 |
| Holmes | 24,943.85 | 5,600.00 | 9,274.75 | 29,129.17 | 6,050.20 | 4,639.23 |
| Jackson | 67,411.83 | | 4,131.20 | 53,805.33 | 1,087.29 | 16,650.41 |
| Jefferson | 31,555.28 | | 4,381.39 | 30,201.95 | 1,501.98 | 4,232.74 |
| LaFayette | 38,007.86 | | 3,220.92 | 25,356.96 | 3,084.09 | 12,787.73 |
| Lake | 53,267.27 | | 2,573.30 | 40,278.17 | 999.74 | 14,562.66 |
| Lee | 37,991.52 | 14,850.70 | 7,492.17 | 30,969.81 | 22,471.66 | 6,892.92 |
| Leon | 50,655.32 | 5,800.00 | 410.15 | 39,178.48 | 12,509.30 | 5,177.69 |
| Levy | 29,959.90 | | 3,421.48 | 25,434.05 | 2,015.00 | 5,932.33 |
| Liberty | 18,979.45 | 2,880.00 | 3,000.00 | 10,575.73 | 6,762.09 | 7,521.63 |
| Madison | 27,970.75 | | 11,437.76 | 33,604.51 | 5,288.83 | 515.17 |
| Manatee | 83,796.53 | 51,250.00 | 136,111.13 | 199,631.27 | 56,430.25 | 15,096.14 |
| Marion | 73,664.06 | 12,000.00 | 13,608.76 | 70,187.74 | 23,372.08 | 5,712.28 |
| Monroe | 30,243.72 | 6,650.00 | 7,170.00 | 23,044.10 | 12,347.66 | 8,671.96 |
| Nassau | 27,449.89 | | 9,378.94 | 25,174.69 | 11,360.63 | 293.51 |
| Orange | 90,850.56 | | 110.00 | 83,371.85 | 497.43 | 7,091.23 |
| Osceola | 41,020.23 | 27,000.00 | 7,804.50 | 40,445.48 | 30,250.96 | 5,128.29 |
| Palm Beach | 83,999.09 | | 14,183.95 | 82,885.95 | 3,541.48 | 11,755.61 |
| Pasco | 31,555.54 | *26,766.00 | 11,605.90 | 51,935.47 | 11,513.75 | 6,478.22 |
| Pinellas | 86,675.50 | 110,000.83 | 92,911.20 | 143,929.93 | 138,602.35 | 7,055.25 |
| Polk | 125,039.47 | | 38,198.73 | 116,012.68 | 23,096.20 | 24,129.32 |
| Putnam | 38,068.04 | | 4,738.25 | 39,885.85 | 521.79 | 2,398.65 |
| St. Johns | 34,825.34 | | 18,823.73 | 43,743.15 | 9,221.62 | 684.30 |
| St. Lucie | 44,521.51 | | 2,767.14 | 31,323.41 | 5,561.96 | 10,403.28 |
| Santa Rosa | 39,838.36 | | 12,136.77 | 39,078.57 | 12,082.96 | 813.60 |
| **Seminole | | | | | | |
| Sumter | 26,605.82 | | 13,751.95 | 31,218.00 | 2,907.22 | 6,232.55 |
| Suwannee | 39,285.32 | | 8,550.80 | 33,725.21 | 4,454.95 | 9,655.96 |
| Taylor | 28,605.85 | | 2,745.93 | 21,830.78 | 4,610.84 | 4,910.16 |
| Volusia | 79,058.52 | | 631.25 | 62,819.18 | 1,296.36 | 15,574.23 |
| Wakulla | 10,775.53 | 3,964.00 | 3,011.16 | 9,995.19 | 6,663.70 | 1,091.80 |
| Walton | 39,685.85 | | 5,405.14 | 30,142.48 | 7,948.11 | 7,000.40 |
| Washington | 43,845.28 | 100.00 | 861.84 | 37,135.94 | 281.50 | 7,389.68 |

*Reported with Washington County.

**Reported with Orange County.

***The sum of first three columns (Debits) equals sum of last three columns (Credits) each being \$4,116,033.17.

TABLE XXII.—School Expenditure by Races.

| 1912-1913. Counties. | White. | | | Negro. | | |
|-------------------------|----------------|------------------------|---|--------------|------------------------|---|
| | Total. | For Schools Proper. | For Adminis- tration Prorated On Cost of Schools Proper. | Total. | For Schools Proper. | For Adminis- tration Prorated On Cost of Schools Proper. |
| The State..... | \$2,449,611.83 | \$2,115,602.41 | \$334,009.42 | \$263,778.26 | \$228,322.08 | \$35,456.18 |
| Alachua | 87,128.58 | 83,970.99 | 3,157.59 | 8,012.31 | 7,722.32 | 289.99 |
| Baker | 15,011.78 | 11,414.05 | 3,597.73 | 1,257.65 | 956.25 | 301.40 |
| *Bay | | | | | | |
| Bradford | 37,101.86 | 33,409.91 | 3,691.95 | 1,971.12 | 1,775.00 | 196.12 |
| Brevard | 26,722.95 | 22,626.71 | 4,096.24 | 2,922.82 | 2,474.80 | 448.02 |
| Calhoun | 19,606.54 | 17,021.79 | 2,584.75 | 1,242.84 | 1,079.00 | 163.84 |
| Citrus | 21,662.91 | 18,264.88 | 3,298.03 | 377.78 | 320.00 | 57.78 |
| Clay | 17,893.79 | 14,551.99 | 3,341.80 | 2,255.17 | 1,834.02 | 421.15 |
| Columbia | 27,467.59 | 23,554.27 | 3,913.32 | 4,388.22 | 3,763.04 | 625.18 |
| Dade | 108,432.53 | 92,518.87 | 15,913.66 | 6,078.20 | 5,186.16 | 892.04 |
| DeSoto | 58,673.47 | 53,074.17 | 5,599.30 | 1,591.42 | 1,439.55 | 151.87 |
| Duval | 228,807.54 | 196,759.76 | 32,047.78 | 32,534.14 | 27,977.24 | 4,556.90 |
| Escambia | 77,388.71 | 69,211.65 | 8,177.06 | 26,383.95 | 23,596.13 | 2,787.82 |
| Franklin | 9,672.33 | 8,332.42 | 1,339.91 | 4,288.02 | 3,694.44 | 593.58 |
| Gadsden | 24,409.55 | 22,439.81 | 1,969.74 | 3,366.65 | 3,095.50 | 271.15 |
| Hamilton | 18,382.23 | 16,173.76 | 2,208.47 | 1,307.07 | 1,150.00 | 157.07 |
| Hernando | 16,879.93 | 14,286.09 | 2,593.84 | 2,176.67 | 1,842.20 | 334.47 |
| Hillsboro | 258,520.40 | 182,565.50 | 75,954.90 | 23,524.32 | 16,613.31 | 6,911.01 |
| Holmes | 28,735.31 | 24,506.88 | 4,228.43 | 393.86 | 336.00 | 57.86 |
| Jackson | 42,549.47 | 37,232.41 | 5,317.06 | 11,255.86 | 9,849.27 | 1,406.59 |
| Jefferson | 25,889.94 | 23,548.51 | 2,341.43 | 4,312.01 | 3,921.95 | 390.06 |
| LaFayette | 24,236.20 | 21,192.25 | 3,043.95 | 1,120.76 | 980.00 | 140.76 |
| Lake | 37,298.40 | 33,719.82 | 3,578.58 | 2,979.77 | 2,693.88 | 285.89 |
| Lee | 30,476.54 | 26,424.21 | 4,052.33 | 493.27 | 427.80 | 65.47 |
| Leon | 28,668.77 | 25,004.39 | 3,664.38 | 10,509.71 | 9,166.74 | 1,342.97 |
| Levy | 22,324.82 | 19,620.04 | 2,704.78 | 3,109.23 | 2,732.69 | 376.54 |
| Liberty | 9,677.78 | 8,270.56 | 1,407.22 | 897.95 | 767.39 | 130.56 |
| Madison | 30,353.34 | 24,180.53 | 6,172.81 | 3,251.17 | 2,589.98 | 661.19 |
| Manatee | 198,457.73 | 186,087.56 | 12,370.17 | 1,173.54 | 1,100.00 | 73.54 |
| Marion | 53,507.84 | 49,181.14 | 4,326.70 | 16,679.90 | 15,331.50 | 1,348.40 |
| Monroe | 18,770.31 | 15,342.71 | 3,427.60 | 4,273.79 | 3,493.16 | 780.63 |
| Nassau | 19,286.27 | 16,771.45 | 2,514.82 | 5,888.42 | 5,120.61 | 767.81 |
| Orange | 72,243.40 | 68,682.97 | 3,560.43 | 11,128.45 | 10,580.00 | 548.45 |
| Osceola | 39,238.88 | 32,734.35 | 6,504.53 | 1,206.60 | 1,006.60 | 200.00 |
| Palm Beach | 77,126.43 | 72,869.13 | 4,257.30 | 5,757.52 | 5,439.59 | 317.93 |
| Pasco | 50,602.51 | 47,064.25 | 3,538.26 | 1,332.96 | 1,240.00 | 92.96 |
| Pinellas | 139,902.32 | 111,097.03 | 28,805.29 | 4,027.61 | 3,197.83 | 829.78 |
| Polk | 106,417.88 | 96,326.50 | 10,091.38 | 9,594.80 | 8,685.00 | 909.80 |
| Putnam | 32,794.64 | 30,261.10 | 2,533.54 | 7,091.21 | 6,542.36 | 547.85 |
| St. Johns | 37,731.55 | 28,820.56 | 8,910.99 | 6,011.60 | 4,591.85 | 1,419.75 |
| St. Lucie | 29,658.11 | 26,526.11 | 3,132.00 | 1,665.29 | 1,489.44 | 175.85 |
| Santa Rosa | 37,095.23 | 33,915.13 | 3,180.10 | 1,983.34 | 1,813.50 | 169.84 |
| **Seminole | | | | | | |
| Sumter | 28,850.16 | 25,787.36 | 3,062.80 | 2,367.84 | 2,116.64 | 251.20 |
| Suwannee | 28,386.35 | 22,201.73 | 6,184.62 | 5,338.86 | 4,175.71 | 1,163.15 |
| Taylor | 21,293.38 | 16,514.88 | 4,778.50 | 537.40 | 416.88 | 120.52 |
| Volusia | 56,484.58 | 51,689.92 | 4,794.66 | 6,334.60 | 5,796.90 | 537.70 |
| Wakulla | 8,081.04 | 6,405.48 | 1,675.56 | 1,914.13 | 1,517.25 | 396.88 |
| Walton | 28,387.33 | 25,294.98 | 3,092.35 | 1,755.15 | 1,563.00 | 192.15 |
| Washington | 31,422.63 | 28,151.85 | 3,270.78 | 5,713.31 | 5,118.60 | 594.71 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XXIII.—School Expenditure Per Capita; of Population, of Youth of School Age, of Pupils Enrolled, of Pupils in Daily Attendance.
Amounts are given in dollars and cents, the ¢ being omitted.

| 1912-1913. Counties. | Of Population. | | | Of Youth of School Age. | | | Of Pupils Enrolled. | | | Of Pupils in Daily Attendance. | | |
|-------------------------|----------------|--------|--------|----------------------------|--------|--------|------------------------|--------|--------|--------------------------------------|--------|--------|
| | Both. | White. | Negro. | Both. | White. | Negro. | Both. | White. | Negro. | Both. | White. | Negro. |
| The State | 3.24 | 4.18 | 0.81 | 10.25 | 15.20 | 2.55 | 16.47 | 22.94 | 4.55 | 22.87 | 32.67 | 6.04 |
| Alachua | 2.74 | 5.66 | 0.41 | 8.10 | 17.02 | 1.18 | 13.33 | 22.90 | 2.40 | 17.63 | 31.07 | 3.09 |
| Baker | 3.34 | 4.06 | 1.08 | 8.70 | 10.35 | 2.04 | 11.60 | 12.74 | 5.59 | 17.61 | 20.29 | 6.83 |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 2.58 | 3.40 | 0.47 | 7.03 | 8.85 | 1.44 | 12.25 | 14.95 | 2.78 | 18.14 | 22.01 | 4.21 |
| Brevard | 5.61 | 7.23 | 1.21 | 15.28 | 18.30 | 6.09 | 22.75 | 27.27 | 9.05 | 31.77 | 39.47 | 11.42 |
| Calhoun | 2.58 | 3.38 | 0.55 | 7.32 | 8.75 | 2.04 | 11.14 | 13.47 | 2.99 | 17.03 | 21.08 | 4.23 |
| Citrus | 3.09 | 6.69 | 0.10 | 11.19 | 16.46 | 0.58 | 19.21 | 22.87 | 1.90 | 24.93 | 29.70 | 2.45 |
| Clay | 2.99 | 4.43 | 0.89 | 9.97 | 13.35 | 3.32 | 15.38 | 17.75 | 7.47 | 23.32 | 27.03 | 11.16 |
| Columbia | 1.71 | 2.77 | 0.50 | 4.89 | 8.69 | 1.31 | 7.66 | 13.27 | 2.10 | 10.69 | 18.96 | 2.86 |
| Dade | 7.50 | 10.92 | 1.14 | 22.23 | 26.84 | 5.53 | 34.49 | 40.92 | 9.08 | 46.30 | 55.38 | 11.80 |
| DeSoto | 3.68 | 4.38 | 0.54 | 9.63 | 10.85 | 1.87 | 14.76 | 15.43 | 5.68 | 19.62 | 20.53 | 7.44 |
| Duval | 2.95 | 4.96 | 0.76 | 12.34 | 22.61 | 2.93 | 23.24 | 31.10 | 8.37 | 30.72 | 41.02 | 11.10 |
| Escambia | 2.55 | 3.07 | 1.71 | 9.21 | 11.20 | 6.05 | 15.24 | 16.74 | 12.09 | 20.73 | 23.35 | 15.61 |
| Franklin | 2.65 | 3.34 | 1.81 | 9.43 | 11.80 | 6.50 | 17.24 | 20.49 | 12.69 | 22.44 | 28.04 | 15.48 |
| Gadsden | 1.15 | 2.52 | 0.23 | 3.54 | 9.92 | 0.63 | 6.20 | 13.97 | 1.23 | 8.68 | 19.13 | 1.75 |
| Hamilton | 1.66 | 2.83 | 0.25 | 4.59 | 7.89 | 0.67 | 8.07 | 12.04 | 1.43 | 10.20 | 15.78 | 1.71 |
| Hernando | 3.55 | 6.28 | 0.81 | 11.76 | 22.81 | 2.47 | 16.07 | 22.18 | 5.12 | 24.26 | 34.32 | 7.40 |
| Hillsboro | 3.90 | 4.47 | 1.62 | 16.32 | 19.11 | 7.49 | 29.28 | 32.14 | 14.81 | 37.19 | 41.20 | 17.98 |
| Holmes | 2.33 | 2.56 | 0.32 | 6.85 | 7.22 | 1.50 | 10.43 | 10.89 | 2.52 | 16.10 | 17.09 | 3.08 |
| Jackson | 1.74 | 2.60 | 0.77 | 4.30 | 6.90 | 1.77 | 6.52 | 9.86 | 2.86 | 9.98 | 16.25 | 4.06 |
| Jefferson | 1.73 | 5.95 | 0.33 | 4.49 | 17.85 | 0.82 | 7.53 | 28.70 | 1.39 | 9.90 | 42.30 | 1.77 |
| LaFayette | 3.51 | 4.20 | 0.78 | 9.83 | 11.22 | 2.67 | 15.71 | 17.37 | 5.12 | 24.81 | 28.21 | 6.88 |
| Lake | 4.02 | 6.00 | 0.70 | 13.21 | 18.28 | 2.95 | 18.22 | 23.56 | 4.75 | 27.55 | 34.96 | 7.54 |
| Lee | 4.07 | 4.71 | 0.43 | 12.80 | 14.65 | 1.45 | 21.18 | 22.81 | 3.91 | 26.52 | 28.51 | 4.98 |
| Leon | 2.02 | 5.90 | 0.72 | 5.90 | 18.14 | 2.08 | 5.80 | 22.97 | 1.91 | 7.08 | 34.29 | 2.24 |
| Levy | 2.36 | 3.45 | 0.72 | 7.29 | 11.05 | 2.12 | 11.31 | 16.10 | 4.02 | 17.50 | 24.40 | 5.78 |
| Liberty | 2.01 | 3.07 | 0.43 | 5.78 | 9.49 | 1.11 | 11.10 | 14.09 | 3.38 | 17.96 | 24.07 | 4.80 |
| Madison | 1.95 | 3.91 | 0.34 | 5.19 | 9.64 | 0.98 | 6.58 | 13.25 | 1.16 | 9.38 | 20.66 | 1.54 |
| Manatee | 18.42 | 23.69 | 0.48 | 47.99 | 61.06 | 1.29 | 77.20 | 88.91 | 3.22 | 103.92 | 119.84 | 4.43 |
| Marion | 2.58 | 4.92 | 1.02 | 6.97 | 13.97 | 2.67 | 10.19 | 19.41 | 4.04 | 14.54 | 27.22 | 5.83 |
| Monroe | 1.03 | 1.15 | 0.71 | 3.31 | 3.58 | 2.47 | 11.34 | 12.21 | 8.62 | 18.86 | 21.02 | 12.99 |
| Nassau | 2.35 | 3.82 | 1.03 | 6.88 | 10.90 | 3.64 | 11.05 | 14.89 | 5.98 | 14.72 | 19.96 | 7.91 |
| Orange | 3.84 | 5.09 | 1.48 | 11.96 | 16.92 | 4.12 | 18.64 | 25.78 | 6.66 | 25.12 | 34.27 | 9.19 |
| Osceola | 6.56 | 7.66 | 1.15 | 17.74 | 20.98 | 2.94 | 27.13 | 30.49 | 5.91 | 34.84 | 39.20 | 7.54 |
| Palm Beach | 9.91 | 15.37 | 1.72 | 32.50 | 44.58 | 7.02 | 48.02 | 67.83 | 9.78 | 68.33 | 96.77 | 13.84 |
| Pasco | 6.61 | 9.47 | 0.53 | 19.82 | 23.87 | 2.67 | 28.04 | 34.12 | 3.61 | 42.67 | 51.53 | 5.67 |
| Pinellas | 5.97 | 6.91 | 1.04 | 24.60 | 29.89 | 3.44 | 44.11 | 51.04 | 7.72 | 56.82 | 67.49 | 8.76 |
| Polk | 4.04 | 5.38 | 1.08 | 12.60 | 14.84 | 4.70 | 19.25 | 21.01 | 9.96 | 26.63 | 29.63 | 12.56 |
| Putnam | 2.97 | 5.09 | 1.02 | 9.38 | 15.84 | 3.25 | 13.38 | 21.05 | 4.99 | 19.31 | 31.20 | 6.99 |
| St. Johns | 3.04 | 4.44 | 1.02 | 11.42 | 16.12 | 4.04 | 20.53 | 26.00 | 8.84 | 27.46 | 34.46 | 12.07 |
| St. Lucie | 4.41 | 5.35 | 1.07 | 15.82 | 19.13 | 3.87 | 26.02 | 29.93 | 7.82 | 36.05 | 41.89 | 10.34 |
| Santa Rosa | 2.44 | 3.21 | 0.44 | 6.57 | 7.83 | 1.64 | 10.90 | 12.49 | 3.21 | 16.24 | 18.58 | 4.83 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 4.57 | 6.33 | 1.04 | 10.92 | 15.10 | 2.49 | 16.40 | 22.47 | 3.83 | 23.18 | 31.60 | 5.46 |
| Suwannee | 1.73 | 2.51 | 0.64 | 4.46 | 7.03 | 1.52 | 6.87 | 9.77 | 2.77 | 10.38 | 15.06 | 3.92 |
| Taylor | 2.67 | 4.14 | 0.18 | 8.27 | 9.72 | 1.19 | 15.80 | 17.97 | 2.73 | 25.80 | 30.77 | 3.49 |
| Volusia | 3.37 | 5.05 | 0.85 | 12.01 | 17.76 | 3.09 | 17.26 | 22.92 | 5.38 | 22.84 | 30.97 | 6.84 |
| Wakulla | 2.08 | 3.34 | 0.80 | 5.23 | 8.78 | 1.93 | 6.67 | 11.25 | 2.45 | 10.04 | 18.75 | 3.39 |
| Walton | 1.63 | 2.20 | 0.32 | 5.12 | 6.42 | 1.19 | 8.88 | 10.01 | 3.14 | 12.93 | 15.12 | 3.86 |
| Washington | 1.97 | 2.43 | 0.97 | 4.71 | 5.64 | 2.46 | 7.97 | 9.26 | 4.52 | 11.99 | 14.90 | 5.78 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XXIV.—Number and Kind of School Buildings Owned by Boards, and Number of Rooms.

| 1912-1913. Counties. | Public School Buildings. | | | | | | | | | | Number of Rooms. | | |
|-------------------------|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----------------------------|------|------|
| | Concrete. | | | | Frame. | | | Brick. | | | Total. White. Negro. | | |
| | Total. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | | | |
| | | | | | | | | | | | | | |
| The State .. | 2610 | 22 | 22 | .... | 2514 | 1883 | 631 | 70 | 68 | 2 | 4586 | 3547 | 1039 |
| Alachua | 112 | ... | ... | ... | 106 | 64 | 42 | 6 | 6 | ... | 190 | 144 | 46 |
| Baker | 36 | ... | ... | ... | 36 | 31 | 5 | ... | ... | ... | 53 | 46 | 7 |
| ***Bay | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bradford | 38 | ... | ... | ... | 37 | 28 | 9 | 1 | 1 | ... | 55 | 42 | 13 |
| Brevard | 29 | ... | ... | ... | 29 | 23 | 6 | ... | ... | ... | 55 | 40 | 15 |
| Calhoun | 51 | ... | ... | ... | 51 | 38 | 13 | ... | ... | ... | 63 | 50 | 13 |
| Citrus | 25 | ... | ... | ... | 24 | 20 | 4 | 1 | 1 | ... | 49 | 45 | 4 |
| Clay | 34 | ... | ... | ... | 33 | 29 | 4 | 1 | 1 | ... | 54 | 46 | 8 |
| Columbia | 71 | ... | ... | ... | 70 | 47 | 23 | 1 | 1 | ... | 102 | 72 | 30 |
| Dade | 38 | 5 | 5 | ... | 33 | 25 | 8 | ... | ... | ... | 107 | 90 | 17 |
| DeSoto | 77 | 2 | 2 | ... | 74 | 70 | 4 | 1 | 1 | ... | 135 | 128 | 7 |
| Duval | 77 | ... | ... | ... | 67 | 35 | 32 | 10 | 8 | 2 | 265 | 180 | 85 |
| Escambia | 75 | 1 | 1 | ... | 74 | 51 | 23 | ... | ... | ... | 184 | 135 | 49 |
| Franklin | 7 | ... | ... | ... | 7 | 5 | 2 | ... | ... | ... | 24 | 16 | 8 |
| Gadsden | 66 | ... | ... | ... | 64 | 26 | 38 | 2 | 2 | ... | 105 | 65 | 40 |
| Hamilton | 60 | ... | ... | ... | 59 | 43 | 16 | 1 | 1 | ... | 82 | 63 | 19 |
| Hernando | 27 | ... | ... | ... | 26 | 18 | 8 | 1 | 1 | ... | 42 | 30 | 12 |
| Hillsboro | 91 | ... | ... | ... | 84 | 67 | 17 | 7 | 7 | ... | 146 | 109 | 37 |
| Holmes | * 55 | ... | ... | ... | 53 | 49 | 4 | ... | ... | ... | 82 | 78 | 4 |
| Jackson | 129 | ... | ... | ... | 127 | 77 | 50 | 2 | 2 | ... | 192 | 124 | 68 |
| Jefferson | 59 | ... | ... | ... | 58 | 19 | 39 | 1 | 1 | ... | 83 | 41 | 42 |
| LaFayette | * 47 | 1 | 1 | ... | 42 | 37 | 5 | 2 | 2 | ... | 56 | 50 | 6 |
| Lake | 50 | 1 | 1 | ... | 48 | 36 | 12 | 1 | 1 | ... | 82 | 64 | 18 |
| Lee | 32 | ... | ... | ... | 31 | 30 | 1 | 1 | 1 | ... | 51 | 49 | 3 |
| Leon | 86 | ... | ... | ... | 85 | 41 | 44 | 1 | 1 | ... | 127 | 75 | 52 |
| Levy | 58 | ... | ... | ... | 58 | 44 | 14 | ... | ... | ... | 73 | 57 | 16 |
| Liberty | 17 | ... | ... | ... | 17 | 15 | 2 | ... | ... | ... | 28 | 24 | 4 |
| Madison | 64 | ... | ... | ... | 61 | 54 | 7 | 3 | 3 | ... | 96 | 86 | 10 |
| Manatee | 45 | 1 | 1 | ... | 42 | 41 | 1 | 2 | 2 | ... | 91 | 88 | 3 |
| Marion | 113 | ... | ... | ... | 112 | 64 | 48 | 1 | 1 | ... | 178 | 102 | 76 |
| Monroe | 9 | 1 | 1 | ... | 8 | 7 | 1 | ... | ... | ... | 38 | 29 | 9 |
| Nassau | 59 | ... | ... | ... | 56 | 39 | 17 | 3 | 3 | ... | 84 | 59 | 25 |
| Orange | 50 | ... | ... | ... | 48 | 41 | 7 | 2 | 2 | ... | 132 | 104 | 28 |
| Osceola | 22 | ... | ... | ... | 20 | 18 | 2 | 2 | 2 | ... | 47 | 43 | 4 |
| Palm Beach | 21 | 5 | 5 | ... | 16 | 8 | 8 | ... | ... | ... | 63 | 46 | 17 |
| Pasco | 37 | ... | ... | ... | 36 | 29 | 7 | 1 | 1 | ... | 63 | 55 | 8 |
| Pinellas | 26 | 2 | 2 | ... | 20 | 16 | 4 | 4 | 4 | ... | 97 | 88 | 9 |
| Polk | 93 | ... | ... | ... | 88 | 74 | 14 | 5 | 5 | ... | 210 | 178 | 32 |
| Putnam | 61 | 1 | 1 | ... | 60 | 36 | 24 | ... | ... | ... | 102 | 65 | 37 |
| Santa Rosa | 43 | ... | ... | ... | 42 | 33 | 9 | 1 | 1 | ... | 102 | 84 | 18 |
| St. Johns | 29 | ... | ... | ... | 29 | 24 | 5 | ... | ... | ... | 49 | 43 | 6 |
| St. Lucie | 94 | ... | ... | ... | 94 | 82 | 12 | ... | ... | ... | 124 | 111 | 13 |
| **Seminole | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Sumter | 32 | ... | ... | ... | 30 | 20 | 10 | 2 | 2 | ... | 68 | 53 | 15 |
| Suwannee | 101 | ... | ... | ... | 101 | 68 | 33 | ... | ... | ... | 127 | 89 | 38 |
| Taylor | 39 | ... | ... | ... | 38 | 36 | 2 | 1 | 1 | ... | 53 | 51 | 2 |
| Volusia | 41 | 2 | 2 | ... | 39 | 28 | 11 | ... | ... | ... | 119 | 95 | 24 |
| Wakulla | 38 | ... | ... | ... | 38 | 24 | 14 | ... | ... | ... | 45 | 29 | 16 |
| Walton | 75 | ... | ... | ... | 74 | 63 | 11 | 1 | 1 | ... | 112 | 98 | 14 |
| Washington | 71 | ... | ... | ... | 69 | 60 | 9 | 2 | 2 | ... | 101 | 89 | 12 |

*Includes 2 Log Houses.

**Reported with Orange County.

***Reported with Washington County.

TABLE XXV.—Patent Desks and Blackboards in the Schools.

| 1912-1913, Counties. | Patent Desks in Use. | | | | | | | Good Blackboards. (Square Yards.) | | |
|-------------------------|----------------------|--------|--------|---------|--------|--------|--------|---|--------|--------|
| | Single. | | | Double. | | | | | | |
| | Total. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State.. | 94,045 | 53,617 | 50,391 | 3,226 | 40,428 | 31,330 | 9,098 | 103,687 | 80,717 | 22,970 |
| Alachua .. | 3,972 | 1,517 | 1,452 | 65 | 2,520 | 1,846 | 674 | 2,220 | 1,816 | 614 |
| Baker | 706 | 42 | 42 | ..... | 664 | 585 | 79 | 339 | 298 | 41 |
| *Bay | | | | | | | | | | |
| Bradford .. | 1,158 | 497 | 462 | 35 | 661 | 636 | 25 | 366 | 315 | 51 |
| Brevard .. | 1,167 | 1,028 | 1,002 | 26 | 139 | 73 | 66 | 4,468 | 4,369 | 99 |
| Calhoun .. | 851 | 851 | 836 | 15 | ..... | ..... | ..... | 311 | 280 | 31 |
| Citrus | 791 | 214 | 214 | ..... | 577 | 510 | 67 | 514 | 491 | 23 |
| Clay | 1,046 | 220 | 220 | ..... | 826 | 681 | 145 | 373 | 309 | 63 |
| Columbia .. | 1,468 | 239 | 221 | 18 | 1,229 | 1,150 | 79 | 1,271 | 980 | 291 |
| Dade | 2,915 | 2,740 | 2,528 | 212 | 175 | 31 | 144 | 1,759 | 1,524 | 235 |
| DeSoto | 2,935 | 1,387 | 1,362 | 25 | 1,548 | 1,454 | 94 | 709 | 674 | 35 |
| Duval | 9,972 | 6,862 | 6,614 | 248 | 3,110 | 1,212 | 1,898 | 49,768 | 23,705 | 16,063 |
| Escambia .. | 4,407 | 2,300 | 2,120 | 180 | 2,107 | 1,381 | 726 | 2,484 | 2,028 | 456 |
| Franklin .. | 397 | 261 | 261 | ..... | 136 | 105 | 31 | 235 | 170 | 65 |
| Gadsden .. | 661 | 601 | 601 | ..... | 60 | ..... | 60 | 695 | 515 | 180 |
| Hamilton .. | 1,033 | 225 | 225 | ..... | 808 | ..... | ..... | 813 | 813 | ..... |
| Hernando .. | 771 | 567 | 567 | ..... | 204 | 189 | 15 | 463 | 391 | 72 |
| Hillsboro .. | 6,870 | 4,507 | 4,459 | 48 | 2,363 | 2,035 | 328 | 2,787 | 2,611 | 176 |
| Holmes | 1,549 | 861 | 861 | ..... | 688 | 688 | ..... | 502 | 502 | ..... |
| Jackson .. | 1,035 | 650 | 650 | ..... | 385 | 303 | 82 | 968 | 856 | 112 |
| Jefferson .. | 962 | 444 | 344 | 100 | 518 | 401 | 117 | 722 | 478 | 244 |
| LaFayette .. | 1,023 | 16 | 16 | ..... | 1,007 | 954 | 53 | 399 | 363 | 36 |
| Lake | 656 | 201 | 201 | ..... | 455 | 455 | ..... | 773 | 773 | ..... |
| Lee | 1,351 | 1,166 | 1,166 | ..... | 185 | 185 | ..... | 746 | 746 | ..... |
| Leon | 1,490 | 699 | 699 | ..... | 791 | 516 | 275 | 1,984 | 1,318 | 666 |
| Levy | 458 | 76 | 76 | ..... | 382 | 382 | ..... | 558 | 496 | 163 |
| Liberty | 754 | 612 | 540 | 72 | 142 | 122 | 20 | 198 | 180 | 18 |
| Madison | 1,910 | 985 | 985 | ..... | 925 | 670 | 255 | 1,085 | 985 | 100 |
| Manatee .. | 2,006 | 1,056 | 1,056 | ..... | 950 | 900 | 50 | 1,875 | 1,865 | 10 |
| Marion | 3,506 | 1,508 | 1,337 | 171 | 1,998 | 859 | 1,139 | 2,650 | 1,953 | 697 |
| Monroe | 1,200 | 550 | 550 | ..... | 650 | 375 | 275 | 400 | 300 | 100 |
| Nassau | 930 | 320 | 320 | ..... | 610 | 515 | 95 | 490 | 365 | 125 |
| Orange | 3,485 | 2,751 | 2,386 | 365 | 734 | 350 | 384 | 1,894 | 1,537 | 357 |
| Osceola | 1,081 | 789 | 789 | ..... | 292 | 292 | ..... | 465 | 425 | 40 |
| Palm Beach .. | 1,366 | 1,346 | 1,007 | 339 | 20 | ..... | 20 | 3,434 | 3,314 | 120 |
| Pasco | 1,100 | 329 | 328 | 1 | 771 | 723 | 48 | 384 | 346 | 38 |
| Pinellas | 2,462 | 1,846 | 1,839 | 7 | 616 | 436 | 180 | 905 | 818 | 87 |
| Polk | 4,139 | 3,019 | 2,975 | 44 | 1,120 | 1,007 | 113 | 2,135 | 1,991 | 144 |
| Putnam | 2,130 | 2,003 | 1,508 | 495 | 127 | 74 | 53 | 1,248 | 926 | 322 |
| St. Johns .. | 1,945 | 1,648 | 1,557 | 91 | 297 | 93 | 204 | 1,469 | 1,173 | 296 |
| St. Lucie .. | 1,119 | 961 | 903 | 58 | 148 | 105 | 43 | 601 | 556 | 46 |
| Santa Rosa .. | 2,018 | 9 | ..... | 9 | 2,009 | 2,005 | 4 | 1,105 | 1,037 | 68 |
| **Seminole .. | | | | | | | | | | |
| Sumter | 1,520 | 685 | 685 | ..... | 835 | 452 | 383 | 977 | 877 | 100 |
| Suwannee .. | 1,873 | 160 | 160 | ..... | 1,713 | 1,713 | ..... | 920 | 796 | 124 |
| Taylor | 1,058 | 530 | 530 | ..... | 528 | 468 | 60 | 414 | 394 | 20 |
| Volusia | 3,527 | 2,825 | 2,275 | 550 | 702 | 290 | 412 | 2,170 | 1,895 | 275 |
| Wakulla | 637 | 238 | 238 | ..... | 499 | 269 | 230 | 405 | 313 | 92 |
| Walton | 1,872 | 493 | 491 | 2 | 1,379 | 1,364 | 15 | 2,238 | 2,214 | 24 |
| Washington .. | 1,618 | 793 | 743 | 50 | 825 | 670 | 155 | 998 | 946 | 52 |

*Reported with Washington County.

**Reported with Orange County.

TABLE XXVI.—Value of Public School Property, Owned by County Boards and District Trustees.
PART I.—Lots and Buildings.

| 1912-1913. Counties. | Total Includ- ing Furniture and Apparatus. | Lots. | | Buildings. | |
|-------------------------|--|------------|------------|-------------|------------|
| | | White. | Negro. | White. | Negro. |
| The State | \$4,161,667 | \$ 741,038 | \$ 105,410 | \$2,563,744 | \$ 299,965 |
| Alachua | 239,831 | 53,900 | 6,670 | 143,376 | 15,650 |
| Baker | 11,273 | 520 | 55 | 9,165 | 850 |
| *Bay | | | | | |
| Bradford | 51,581 | 6,570 | 265 | 35,675 | 2,420 |
| Brevard | 38,911 | 8,815 | 650 | 23,100 | 1,725 |
| Calhoun | 16,060 | 960 | 45 | 11,535 | 400 |
| Citrus | 52,520 | 3,335 | 145 | 40,300 | 2,500 |
| Clay | 35,970 | 4,305 | 260 | 22,575 | 2,700 |
| Columbia | 86,880 | 7,730 | 1,380 | 52,250 | 7,525 |
| Dade | 291,780 | 118,900 | 1,530 | 138,650 | 9,450 |
| DeSoto | 103,399 | 15,350 | 575 | 71,775 | 1,550 |
| Duval | 393,765 | 96,740 | 21,055 | 213,700 | 28,300 |
| Escambia | 234,176 | 37,390 | 8,100 | 135,250 | 28,600 |
| Franklin | 17,280 | 2,650 | 800 | 7,800 | 3,000 |
| Gadsden | 47,335 | 7,285 | | 36,000 | |
| Hamilton | 42,805 | 6,610 | | 30,450 | |
| Hernando | 28,836 | 1,785 | 150 | 21,800 | 300 |
| Hillsboro | 299,693 | 34,785 | 17,575 | 212,875 | 9,225 |
| Holmes | 31,470 | 2,135 | | 24,546 | |
| Jackson | 65,321 | 3,580 | 210 | 55,410 | 1,830 |
| Jefferson | 19,120 | 1,745 | 675 | 9,630 | 3,010 |
| LaFayette | 37,038 | 1,790 | 60 | 29,200 | 1,550 |
| Lake | 52,725 | 9,365 | | 39,025 | |
| Lee | 79,071 | 11,840 | 500 | 54,900 | 2,000 |
| Leon | 107,978 | 6,420 | 2,170 | 71,050 | 16,360 |
| Levy | 26,630 | 1,425 | 105 | 18,175 | 2,500 |
| Liberty | 14,872 | 385 | 20 | 10,495 | 550 |
| Madison | 65,200 | 5,845 | 580 | 46,000 | 1,925 |
| Manatee | 83,604 | 13,845 | 400 | 53,195 | 4,000 |
| Marion | 88,112 | 10,252 | 3,300 | 45,970 | 16,680 |
| Monroe | 113,620 | 45,000 | 10,000 | 49,210 | 4,500 |
| Nassau | 37,767 | 1,625 | 855 | 28,700 | 2,685 |
| Orange | 91,155 | 24,385 | 4,215 | 36,125 | 10,100 |
| Osceola | 48,800 | 3,125 | 500 | 38,600 | 500 |
| Palm Beach | 142,362 | 25,250 | 2,100 | 101,500 | 4,700 |
| Pasco | 57,999 | 7,830 | 135 | 39,850 | 1,800 |
| Pinellas | 176,448 | 29,535 | 5,825 | 126,650 | 2,025 |
| Polk | 170,943 | 27,745 | 1,575 | 118,870 | 4,620 |
| Putnam | 60,563 | 10,850 | 5,785 | 28,650 | 8,095 |
| St. Johns | 152,126 | 32,130 | 2,710 | 105,000 | 6,200 |
| St. Lucie | 43,870 | 10,050 | 400 | 26,900 | 1,800 |
| Santa Rosa | 45,645 | 3,750 | 125 | 36,275 | 200 |
| **Seminole | | | | | |
| Sumter | 53,730 | 4,235 | 260 | 38,700 | 2,300 |
| Suwannee | 51,702 | 2,305 | 250 | 34,800 | 4,725 |
| Taylor | 34,836 | 1,555 | 60 | 27,630 | 600 |
| Volusia | 198,193 | 25,460 | 2,700 | 141,460 | 9,400 |
| Wakulla | 3,394 | 540 | 170 | 9,510 | 2,300 |
| Walton | 51,220 | 2,625 | 220 | 40,645 | 760 |
| Washington | 38,935 | 6,785 | 250 | 25,240 | 1,350 |

*Reported with Washington County.

**Reported with Orange County.

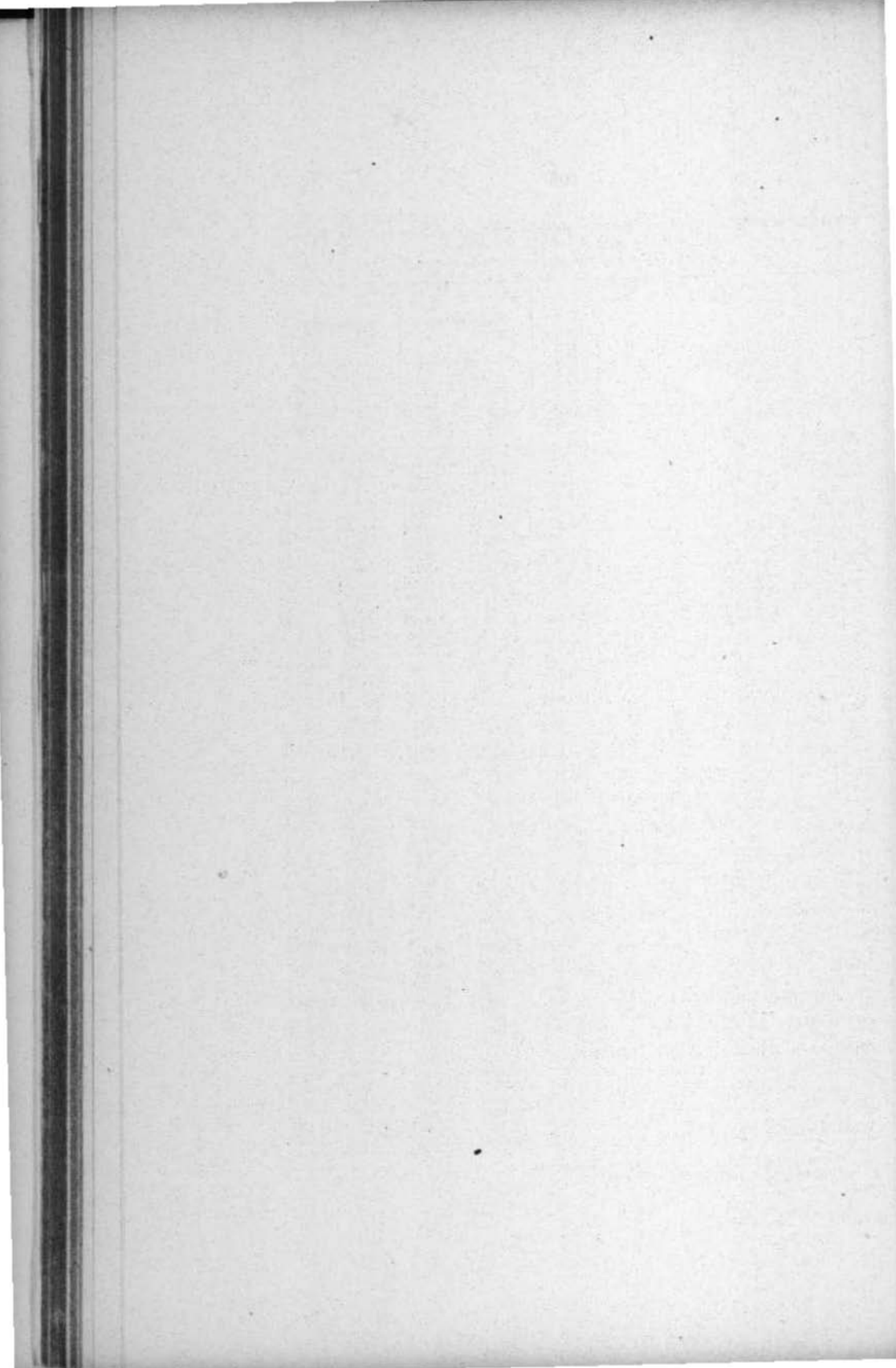
TABLE XXVI.—Value of Public School Property, Owned by County Boards and District Trustees.

PART II.—Furniture and Apparatus.

| 1912-1913. Counties. | Total, Furniture and Apparatus. | Furniture. | | Apparatus. | |
|-------------------------|---------------------------------------|------------|-----------|------------|----------|
| | | White. | Negro. | White. | Negro. |
| The State | \$451,510 | \$325,945 | \$ 37,777 | \$ 80,337 | \$ 7,451 |
| Alachua | 20,235 | 14,502 | 2,767 | 2,673 | 293 |
| Baker | 1,483 | 1,323 | 140 | 5 | ..... |
| *Bay ..... | ..... | ..... | ..... | ..... | ..... |
| Bradford | 6,651 | 5,200 | 80 | 1,343 | 23 |
| Brevard | 4,621 | 3,430 | 241 | 665 | 285 |
| Calhoun | 3,120 | 2,607 | 100 | 391 | 22 |
| Citrus | 6,240 | 5,150 | 475 | 670 | 50 |
| Clay | 6,130 | 4,975 | 670 | 455 | 30 |
| Columbia | 17,995 | 13,805 | 1,570 | 2,015 | 605 |
| Dade | 23,250 | 16,745 | 1,000 | 5,385 | 120 |
| DeSoto | 13,849 | 10,004 | 590 | 3,120 | 135 |
| Duval | 33,960 | 26,635 | 4,950 | 2,035 | 340 |
| Escambia | 24,836 | 17,480 | 2,886 | 4,350 | 150 |
| Franklin | 3,030 | 2,425 | 390 | 215 | ..... |
| Gadsden | 4,050 | 3,700 | ..... | 350 | ..... |
| Hamilton | 5,745 | 5,320 | ..... | 425 | ..... |
| Hernando | 4,801 | 3,661 | 245 | 845 | 150 |
| Hillsboro | 25,233 | 19,998 | 1,308 | 3,789 | 138 |
| Holmes | 4,789 | 4,281 | ..... | 508 | ..... |
| Jackson | 4,291 | 3,431 | 205 | 579 | 76 |
| Jefferson | 4,060 | 3,056 | 407 | 452 | 145 |
| LaFayette | 4,438 | 3,654 | 24 | 760 | ..... |
| Lake | 4,335 | 3,640 | ..... | 695 | ..... |
| Lee | 9,831 | 7,110 | 300 | 2,371 | 50 |
| Leon | 11,978 | 8,420 | 2,011 | 1,170 | 377 |
| Levy | 4,425 | 2,820 | 380 | 1,095 | 130 |
| Liberty | 3,422 | 2,767 | 200 | 435 | 20 |
| Madison | 10,850 | 7,990 | 575 | 2,145 | 140 |
| Manatee | 12,164 | 7,352 | 50 | 4,752 | 10 |
| Marion | 11,910 | 6,521 | 2,831 | 1,596 | 962 |
| Monroe | 4,910 | 3,460 | 600 | 700 | 150 |
| Nassau | 3,902 | 2,345 | 190 | 367 | ..... |
| Orange | 16,330 | 10,155 | 1,565 | 4,345 | 265 |
| Osceola | 6,075 | 5,420 | 55 | 600 | ..... |
| Palm Beach | 8,812 | 4,861 | 710 | 3,058 | 183 |
| Pasco | 8,884 | 6,630 | 220 | 2,004 | 30 |
| Pinellas | 12,413 | 8,750 | 445 | 3,077 | 141 |
| Polk | 18,133 | 13,236 | 822 | 4,000 | 75 |
| Putnam | 7,185 | 4,715 | 1,015 | 1,395 | 60 |
| St. Johns | 6,086 | 2,112 | 1,300 | 2,161 | 513 |
| St. Lucie | 5,220 | 4,025 | 365 | 800 | 30 |
| Santa Rosa | 5,295 | 1,440 | 40 | 3,750 | 65 |
| **Seminole ..... | ..... | ..... | ..... | ..... | ..... |
| Sumter | 8,335 | 6,745 | 700 | 890 | ..... |
| Suwannee | 9,622 | 6,850 | 1,030 | 1,527 | 215 |
| Taylor | 4,991 | 3,900 | 175 | 901 | 15 |
| Volusia | 19,173 | 12,448 | 3,485 | 3,020 | 220 |
| Wakulla | 2,142 | 1,635 | 295 | 155 | 65 |
| Walton | 6,970 | 5,462 | 85 | 1,408 | 15 |
| Washington | 5,310 | 4,040 | 285 | 890 | 95 |

*Reported with Washington County.

**Reported with Orange County.



CHAPTER IV.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1913-1914, TABULATED.

This Chapter records the statistical data of the public schools of the State by counties for the school year beginning July 1, 1913, and ending June 30, 1914.

The following tables present the completest and most reliable statistics, with occasional exceptions noted in foot-notes, ever recorded in a Florida school report. Exceptional effort was made in trying to secure correct reports from County Superintendents, and while items in some instances were questioned, still it is believed the reports as a whole are the most reliable ever filed in the State Department; but if any errors are recorded they are due to errors in County Superintendents' reports.

Wherever facts are given by average or per cent. they are correct within one-half of one per cent. or one unit.

It is believed the person needing to use school statistics, by investigating the following tables, will be enabled to find any fact relating to the schools of this State.

The population of the State and the school population in Table I, had to be estimated, but it is believed that they are very nearly correct.

TABLE I.—Total Population and School Population, July, 1913.
Estimated from U. S. Census of 1910 and the School Enrollment of 1913.

| 1913-1914. Counties. | Total Population. | | | School Population (6 to 21). | | |
|-------------------------|-------------------|---------|---------|---------------------------------|---------|---------|
| | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 869,230 | 533,060 | 336,170 | 275,310 | 166,280 | 109,030 |
| Alachua | 34,990 | 15,750 | 19,240 | 12,120 | 5,260 | 6,860 |
| Baker | 4,920 | 3,740 | 1,180 | 1,970 | 1,510 | 460 |
| Bay | 7,510 | 5,330 | 2,180 | 2,920 | 2,080 | 840 |
| Bradford | 15,500 | 11,160 | 4,840 | 5,760 | 4,220 | 1,540 |
| Brevard | 5,450 | 3,860 | 1,590 | 2,020 | 1,510 | 510 |
| Calhoun | 8,210 | 5,950 | 2,260 | 3,230 | 2,140 | 1,090 |
| Citrus | 7,120 | 3,540 | 3,580 | 2,070 | 1,420 | 650 |
| Clay | 6,820 | 4,090 | 2,730 | 2,180 | 1,380 | 800 |
| Columbia | 18,890 | 10,010 | 8,880 | 6,870 | 3,360 | 3,510 |
| Dade | 17,710 | 11,860 | 5,850 | 5,370 | 4,120 | 1,250 |
| DeSoto | 17,460 | 14,320 | 3,140 | 6,260 | 5,150 | 1,110 |
| Duval | 91,200 | 46,640 | 44,560 | 21,450 | 10,370 | 11,080 |
| Escambia | 41,650 | 26,040 | 15,610 | 11,890 | 7,320 | 4,570 |
| Franklin | 5,440 | 2,990 | 2,450 | 1,510 | 840 | 670 |
| Gadsden | 24,910 | 9,720 | 15,190 | 7,890 | 2,470 | 5,420 |
| Hamilton | 11,880 | 6,540 | 5,340 | 4,310 | 2,340 | 1,970 |
| Hernando | 5,550 | 2,810 | 2,740 | 1,810 | 920 | 890 |
| Hillsborough | 79,700 | 64,240 | 15,460 | 19,920 | 14,670 | 5,250 |
| Holmes | 13,170 | 11,820 | 1,350 | 4,440 | 4,120 | 320 |
| Jackson | 32,180 | 17,080 | 15,100 | 12,720 | 6,260 | 6,460 |
| Jefferson | 17,510 | 4,370 | 13,140 | 6,750 | 1,470 | 5,280 |
| Lefayette | 7,380 | 5,890 | 1,490 | 2,610 | 2,180 | 430 |
| Lake | 10,360 | 6,420 | 3,940 | 3,170 | 2,140 | 1,030 |
| Lee | 8,120 | 6,810 | 1,310 | 2,460 | 2,110 | 350 |
| Leon | 19,410 | 4,910 | 14,500 | 6,640 | 1,590 | 5,050 |
| Levy | 10,980 | 6,610 | 4,370 | 3,510 | 2,030 | 1,480 |
| Liberty | 5,470 | 3,220 | 2,250 | 1,850 | 1,040 | 810 |
| Madison | 17,410 | 7,920 | 9,490 | 6,490 | 3,150 | 3,340 |
| Manatee | 12,420 | 9,740 | 2,680 | 4,580 | 3,590 | 990 |
| Marion | 27,750 | 11,300 | 16,450 | 10,100 | 3,850 | 6,250 |
| Monroe | 23,860 | 16,710 | 7,150 | 7,160 | 5,340 | 1,820 |
| Nassau | 10,840 | 5,310 | 5,530 | 3,700 | 1,790 | 1,910 |
| Orange | 13,950 | 9,660 | 4,290 | 4,510 | 2,890 | 1,620 |
| Osceola | 6,410 | 5,260 | 1,150 | 2,340 | 1,880 | 460 |
| Palm Beach | 9,220 | 5,710 | 3,520 | 2,790 | 1,830 | 960 |
| Pasco | 8,100 | 5,510 | 2,590 | 2,660 | 2,140 | 520 |
| Pinellas | 26,100 | 21,840 | 4,260 | 6,120 | 4,780 | 1,340 |
| Polk | 30,910 | 21,640 | 9,270 | 9,360 | 7,280 | 2,080 |
| Putnam | 13,590 | 6,610 | 6,980 | 4,290 | 2,070 | 2,220 |
| St. Johns | 14,960 | 8,840 | 6,120 | 4,160 | 2,650 | 1,510 |
| St. Lucie | 7,810 | 6,220 | 1,590 | 2,270 | 1,820 | 450 |
| Santa Rosa | 16,450 | 11,820 | 4,630 | 6,120 | 4,830 | 1,290 |
| Seminole | 8,240 | 5,120 | 3,120 | 2,690 | 1,560 | 1,130 |
| Sumter | 6,920 | 4,610 | 2,310 | 2,880 | 1,910 | 970 |
| Suwannee | 20,150 | 11,690 | 8,460 | 7,860 | 4,120 | 3,740 |
| Taylor | 8,660 | 5,680 | 2,980 | 2,720 | 2,190 | 530 |
| Volusia | 19,730 | 12,090 | 7,640 | 5,650 | 3,410 | 2,240 |
| Wakulla | 4,800 | 2,420 | 2,380 | 1,910 | 920 | 990 |
| Walton | 19,180 | 13,530 | 5,650 | 6,120 | 4,650 | 1,470 |
| Washington | 12,270 | 8,110 | 4,160 | 5,130 | 3,610 | 1,520 |

TABLE II.—(a) Number of Schools Taught; (b) Average Length of Term in Days; (c) Aggregate Number of Days Schooling Given.

| 1913-1914. Counties. | Number of Schools. | | | Average Length of Term. | | | Aggregate Number of Days Schooling Given. | | |
|-------------------------|-----------------------|--------|--------|-------------------------------|--------|--------|--|------------|-----------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 2,769 | 1,987 | 782 | 123 | 136 | 98 | 15,558,604 | 11,238,546 | 4,320,058 |
| Alachua | 104 | 66 | 38 | 121 | 145 | 91 | 681,841 | 419,380 | 212,461 |
| Baker | 33 | 28 | 5 | 101 | 110 | 58 | 91,210 | 82,002 | 9,208 |
| Bay | 42 | 30 | 12 | 115 | 121 | 93 | 149,850 | 124,547 | 25,303 |
| Bradford | 53 | 43 | 10 | 110 | 114 | 97 | 269,548 | 209,103 | 50,445 |
| Brevard | 36 | 29 | 7 | 129 | 146 | 73 | 143,836 | 125,049 | 18,787 |
| Calhoun | 52 | 41 | 11 | 92 | 100 | 62 | 109,624 | 94,532 | 15,092 |
| Citrus | 24 | 19 | 5 | 124 | 137 | 80 | 111,200 | 94,720 | 16,480 |
| Clay | 37 | 30 | 7 | 125 | 129 | 115 | 115,060 | 83,822 | 31,238 |
| Columbia | 81 | 52 | 29 | 102 | 121 | 82 | 304,966 | 176,618 | 128,348 |
| Dade | 39 | 31 | 8 | 159 | 161 | 145 | 450,367 | 384,584 | 65,783 |
| De Soto | 77 | 73 | 4 | 130 | 133 | 100 | 429,556 | 406,534 | 23,022 |
| Duval | 81 | 49 | 32 | 147 | 159 | 123 | 1,392,349 | 990,411 | 401,938 |
| Escambia | 74 | 52 | 22 | 137 | 146 | 122 | 786,027 | 534,821 | 251,206 |
| Franklin | 7 | 5 | 2 | 123 | 142 | 100 | 72,048 | 45,955 | 26,093 |
| Gadsden | 68 | 29 | 39 | 95 | 133 | 74 | 348,515 | 176,457 | 172,058 |
| Hamilton | 56 | 44 | 12 | 97 | 115 | 58 | 160,632 | 129,160 | 31,472 |
| Hernando | 26 | 18 | 8 | 126 | 146 | 92 | 105,894 | 77,458 | 28,436 |
| Hillsborough | 94 | 77 | 17 | 149 | 151 | 141 | 1,300,294 | 1,111,828 | 188,466 |
| Holmes | 57 | 53 | 4 | 99 | 101 | 94 | 199,633 | 194,387 | 5,246 |
| Jackson | 127 | 80 | 47 | 98 | 112 | 80 | 566,241 | 360,401 | 205,840 |
| Jefferson | 56 | 19 | 37 | 93 | 138 | 80 | 276,209 | 92,232 | 183,977 |
| Lafayette | 51 | 46 | 5 | 114 | 115 | 108 | 112,864 | 97,464 | 15,400 |
| Lake | 56 | 41 | 15 | 132 | 140 | 110 | 222,663 | 168,659 | 54,004 |
| Lee | 32 | 31 | 1 | 142 | 145 | 120 | 169,278 | 154,199 | 15,079 |
| Leon | 77 | 32 | 45 | 95 | 144 | 85 | 485,103 | 127,435 | 357,668 |
| Levy | 59 | 42 | 17 | 129 | 136 | 120 | 207,348 | 131,259 | 76,089 |
| Liberty | 22 | 17 | 5 | 120 | 132 | 85 | 85,375 | 69,119 | 16,256 |
| Madison | 95 | 55 | 40 | 79 | 111 | 47 | 250,146 | 166,959 | 83,187 |
| Manatee | 51 | 45 | 6 | 136 | 142 | 101 | 307,335 | 275,064 | 32,271 |
| Marion | 120 | 69 | 51 | 124 | 142 | 111 | 628,716 | 292,365 | 336,351 |
| Monroe | 10 | 9 | 1 | 157 | 156 | 160 | 214,073 | 154,119 | 59,954 |
| Nassau | 59 | 42 | 17 | 121 | 116 | 121 | 201,894 | 113,748 | 88,146 |
| Orange | 46 | 29 | 17 | 143 | 153 | 122 | 304,306 | 224,831 | 79,475 |
| Osceola | 25 | 21 | 4 | 146 | 151 | 118 | 183,188 | 157,784 | 25,404 |
| Palm Beach | 21 | 14 | 7 | 155 | 162 | 140 | 218,523 | 157,102 | 61,421 |
| Pasco | 45 | 37 | 8 | 123 | 132 | 75 | 170,930 | 154,638 | 16,292 |
| Pinellas | 25 | 21 | 4 | 152 | 156 | 132 | 448,317 | 382,242 | 66,075 |
| Polk | 96 | 82 | 14 | 132 | 138 | 110 | 675,832 | 567,689 | 108,143 |
| Putnam | 61 | 36 | 25 | 124 | 139 | 110 | 270,722 | 142,827 | 127,895 |
| St. Johns | 32 | 25 | 7 | 149 | 152 | 147 | 251,531 | 165,804 | 85,727 |
| St. Lucie | 31 | 25 | 6 | 137 | 141 | 119 | 149,937 | 123,113 | 26,824 |
| Santa Rosa | 94 | 82 | 12 | 104 | 110 | 77 | 292,918 | 257,368 | 35,550 |
| Seminole | 19 | 11 | 8 | 151 | 154 | 143 | 203,234 | 128,954 | 74,280 |
| Sumter | 34 | 24 | 10 | 128 | 140 | 98 | 171,438 | 135,084 | 36,354 |
| Suwannee | 104 | 70 | 34 | 80 | 89 | 66 | 267,314 | 179,054 | 88,260 |
| Taylor | 34 | 32 | 2 | 117 | 124 | 80 | 107,849 | 97,174 | 10,675 |
| Volusia | 55 | 38 | 17 | 139 | 156 | 109 | 392,846 | 284,738 | 108,108 |
| Wakulla | 34 | 22 | 12 | 110 | 129 | 94 | 100,100 | 56,720 | 43,380 |
| Walton | 89 | 75 | 14 | 95 | 100 | 69 | 233,367 | 205,614 | 27,753 |
| Washington | 68 | 46 | 22 | 107 | 111 | 101 | 226,547 | 153,409 | 73,138 |

TABLE III—(a) ENROLLMENT BY RACES AND SEX; (b) PERCENTAGE OF SCHOOL POPULATION (6 to 21) ENROLLED.

| 1913-1914. Counties. | Enrollment. | | | | | | | | Percent- age Enrolled. | | |
|-------------------------|-------------|---------|--------|-----------------|-------------------|-----------------|-------------------|--|---------------------------|--------|--------|
| | Both. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. | | Both. | White. | Negro. |
| The State | 177,154 | 117,384 | 59,770 | 59,142 | 58,242 | 27,378 | 32,392 | | 64 | 71 | 55 |
| Alachua | 7,029 | 4,000 | 3,029 | 3,074 | 1,926 | 1,359 | 1,670 | | 58 | 76 | 44 |
| Baker | 1,439 | 1,213 | 226 | 629 | 584 | 105 | 121 | | 73 | 80 | 50 |
| Bay | 2,004 | 1,578 | 426 | 775 | 803 | 186 | 240 | | 69 | 76 | 50 |
| Bradford | 3,748 | 2,937 | 811 | 1,519 | 1,412 | 372 | 439 | | 65 | 70 | 53 |
| Brevard | 1,535 | 1,171 | 364 | 578 | 593 | 164 | 200 | | 76 | 78 | 71 |
| Calhoun | 1,789 | 1,454 | 335 | 714 | 740 | 147 | 188 | | 55 | 68 | 31 |
| Citrus | 1,187 | 933 | 254 | 447 | 486 | 108 | 146 | | 57 | 66 | 39 |
| Clay | 1,361 | 984 | 377 | 551 | 433 | 164 | 213 | | 62 | 71 | 47 |
| Columbia | 4,253 | 2,143 | 2,110 | 1,099 | 1,044 | 959 | 1,151 | | 62 | 64 | 60 |
| Dade | 3,896 | 3,237 | 659 | 1,603 | 1,634 | 316 | 343 | | 73 | 79 | 53 |
| De Soto | 4,692 | 4,378 | 314 | 2,244 | 2,134 | 145 | 169 | | 75 | 85 | 28 |
| Duval | 12,040 | 8,048 | 3,992 | 3,944 | 4,104 | 1,761 | 2,231 | | 57 | 78 | 36 |
| Escambia | 7,317 | 4,813 | 2,504 | 2,307 | 2,506 | 1,029 | 1,475 | | 62 | 66 | 60 |
| Franklin | 840 | 490 | 350 | 214 | 276 | 148 | 212 | | 56 | 60 | 52 |
| Gadsden | 5,106 | 1,815 | 3,291 | 950 | 865 | 1,761 | 1,531 | | 65 | 73 | 62 |
| Hamilton | 2,185 | 1,490 | 695 | 743 | 747 | 306 | 389 | | 51 | 63 | 35 |
| Hernando | 1,186 | 741 | 445 | 378 | 363 | 206 | 239 | | 66 | 81 | 50 |
| Hillsborough | 11,147 | 9,476 | 1,671 | 4,795 | 4,681 | 767 | 904 | | 56 | 65 | 32 |
| Holmes | 3,257 | 3,140 | 117 | 1,595 | 1,545 | 56 | 61 | | 73 | 76 | 37 |
| Jackson | 8,860 | 4,924 | 3,936 | 2,503 | 2,421 | 1,849 | 2,087 | | 70 | 79 | 61 |
| Jefferson | 3,864 | 1,004 | 2,860 | 531 | 473 | 1,303 | 1,552 | | 57 | 68 | 54 |
| Lafayette | 1,680 | 1,463 | 217 | 744 | 719 | 105 | 112 | | 64 | 67 | 50 |
| Lake | 2,469 | 1,733 | 736 | 851 | 882 | 350 | 386 | | 78 | 81 | 71 |
| Lee | 1,681 | 1,528 | 153 | 793 | 793 | 73 | 80 | | 68 | 72 | 44 |
| Leon | 6,566 | 1,267 | 5,299 | 656 | 611 | 2,389 | 2,910 | | 99 | 80 | *105 |
| Levy | 2,424 | 1,459 | 965 | 728 | 731 | 425 | 540 | | 69 | 72 | 65 |
| Liberty | 1,053 | 796 | 257 | 405 | 391 | 114 | 142 | | 57 | 77 | 32 |
| Madison | 4,924 | 2,418 | 2,506 | 1,226 | 1,192 | 1,125 | 1,381 | | 76 | 77 | 75 |
| Manatee | 3,093 | 2,603 | 490 | 1,266 | 1,337 | 205 | 285 | | 68 | 73 | 49 |
| Marion | 7,247 | 2,871 | 4,376 | 1,441 | 1,430 | 2,010 | 2,366 | | 72 | 75 | 70 |
| Monroe | 2,231 | 1,630 | 601 | 796 | 834 | 298 | 303 | | 31 | 31 | 33 |
| Nassau | 2,335 | 1,307 | 1,028 | 639 | 668 | 447 | 581 | | 63 | 79 | 54 |
| Orange | 3,034 | 2,090 | 944 | 1,093 | 997 | 453 | 491 | | 67 | 72 | 58 |
| Osceola | 1,676 | 1,398 | 278 | 698 | 700 | 157 | 121 | | 72 | 74 | 60 |
| Palm Beach | 1,921 | 1,303 | 618 | 633 | 670 | 280 | 338 | | 70 | 71 | 64 |
| Pasco | 1,955 | 1,666 | 289 | 853 | 813 | 137 | 152 | | 73 | 78 | 66 |
| Pinellas | 3,680 | 3,100 | 580 | 1,483 | 1,617 | 257 | 323 | | 60 | 65 | 43 |
| Polk | 6,972 | 5,760 | 1,212 | 2,891 | 2,869 | 567 | 645 | | 74 | 79 | 58 |
| Putnam | 3,151 | 1,552 | 1,599 | 817 | 735 | 699 | 900 | | 73 | 75 | 72 |
| St. Johns | 2,274 | 1,520 | 754 | 803 | 717 | 343 | 411 | | 55 | 57 | 50 |
| St. Lucie | 1,440 | 1,163 | 277 | 586 | 577 | 121 | 156 | | 63 | 64 | 62 |
| Santa Rosa | 3,991 | 3,324 | 667 | 1,683 | 1,641 | 313 | 354 | | 65 | 69 | 52 |
| Seminole | 1,748 | 1,023 | 725 | 493 | 530 | 349 | 376 | | 65 | 66 | 64 |
| Sumter | 2,022 | 1,433 | 589 | 763 | 670 | 298 | 291 | | 70 | 75 | 61 |
| Suwannee | 4,892 | 2,970 | 1,922 | 1,474 | 1,496 | 864 | 1,058 | | 62 | 72 | 51 |
| Taylor | 1,588 | 1,385 | 203 | 715 | 670 | 93 | 110 | | 58 | 63 | 38 |
| Volusia | 3,812 | 2,505 | 1,307 | 1,215 | 1,290 | 633 | 674 | | 68 | 73 | 60 |
| Wakulla | 1,359 | 667 | 692 | 331 | 336 | 336 | 356 | | 71 | 72 | 70 |
| Walton | 3,860 | 3,292 | 568 | 1,697 | 1,595 | 234 | 334 | | 63 | 71 | 38 |
| Washington | 3,341 | 2,189 | 1,152 | 1,176 | 1,013 | 498 | 654 | | 65 | 61 | 76 |

* Due to padded reports of negro teachers.

TABLE IV.—(a) Average Daily Attendance of Pupils; (b) Percentage of Enrolled in Daily Attendance.

| 1913-1914. Counties. | Average Daily Attendance. | | | | | | | Per-centage. | | |
|-------------------------|---------------------------|--------|--------|-----------------|-------------------|-----------------|-------------------|--------------|--------|--------|
| | Both Races. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. | Both. | White. | Negro. |
| The State | 126,565 | 82,556 | 44,009 | 40,765 | 41,791 | 19,709 | 24,300 | 71 | 70 | *74 |
| Alachua | 5,211 | 2,889 | 2,322 | 1,450 | 1,439 | 1,022 | 1,300 | 74 | 72 | 77 |
| Baker | 904 | 746 | 158 | 374 | 372 | 73 | 85 | 63 | 62 | 70 |
| Bay | 1,303 | 1,029 | 274 | 506 | 523 | 112 | 162 | 65 | 65 | 63 |
| Bradford | 2,361 | 1,840 | 521 | 926 | 914 | 246 | 275 | 63 | 63 | 64 |
| Brevard | 1,115 | 856 | 259 | 413 | 443 | 122 | 137 | 72 | 73 | 71 |
| Calhoun | 1,192 | 947 | 245 | 468 | 479 | 107 | 138 | 67 | 65 | 73 |
| Citrus | 896 | 690 | 206 | 327 | 363 | 90 | 116 | 75 | 74 | 81 |
| Clay | 921 | 650 | 271 | 351 | 299 | 119 | 152 | 68 | 66 | 72 |
| Columbia | 3,002 | 1,454 | 1,548 | 723 | 731 | 702 | 846 | 71 | 68 | 73 |
| Dade | 2,840 | 2,386 | 454 | 1,165 | 1,221 | 206 | 248 | 73 | 74 | 69 |
| De Soto | 3,296 | 3,065 | 231 | 1,518 | 1,547 | 106 | 125 | 70 | 70 | 74 |
| Duval | 9,496 | 6,217 | 3,279 | 3,030 | 3,187 | 1,437 | 1,842 | 79 | 77 | 82 |
| Escambia | 5,736 | 3,669 | 2,067 | 1,741 | 1,928 | 824 | 1,243 | 78 | 76 | 83 |
| Franklin | 584 | 324 | 260 | 141 | 183 | 101 | 159 | 70 | 66 | 74 |
| Gadsden | 3,660 | 1,324 | 2,336 | 681 | 643 | 1,018 | 1,318 | 72 | 73 | 71 |
| Hamilton | 1,657 | 1,118 | 539 | 558 | 560 | 232 | 307 | 76 | 75 | 78 |
| Hernando | 840 | 631 | 309 | 259 | 272 | 138 | 171 | 71 | 72 | 69 |
| Hillsborough | 8,694 | 7,358 | 1,336 | 3,695 | 3,663 | 605 | 731 | 78 | 78 | 80 |
| Holmes | 2,021 | 1,927 | 94 | 975 | 952 | 45 | 49 | 62 | 61 | 80 |
| Jackson | 5,790 | 3,209 | 2,581 | 1,565 | 1,644 | 1,192 | 1,389 | 65 | 65 | 65 |
| Jefferson | 2,980 | 668 | 2,312 | 333 | 335 | 1,098 | 1,214 | 74 | 66 | 81 |
| Lafayette | 990 | 847 | 143 | 423 | 424 | 63 | 80 | 59 | 58 | 66 |
| Lake | 1,693 | 1,201 | 492 | 571 | 630 | 227 | 265 | 69 | 70 | 69 |
| Lee | 1,191 | 1,065 | 126 | 501 | 564 | 61 | 65 | 71 | 70 | 83 |
| Leon | 5,082 | 885 | 4,197 | 450 | 435 | 1,898 | 2,299 | 77 | 70 | 80 |
| Levy | 1,602 | 968 | 634 | 469 | 499 | 277 | 357 | 67 | 66 | 66 |
| Liberty | 709 | 518 | 191 | 252 | 266 | 77 | 114 | 66 | 65 | 76 |
| Madison | 3,180 | 1,412 | 1,768 | 690 | 722 | 787 | 981 | 64 | 58 | 71 |
| Manatee | 2,256 | 1,936 | 320 | 915 | 1,021 | 134 | 186 | 73 | 74 | 65 |
| Marion | 5,076 | 2,056 | 3,020 | 998 | 1,058 | 1,358 | 1,662 | 70 | 72 | 69 |
| Monroe | 1,362 | 987 | 375 | 468 | 519 | 187 | 188 | 61 | 61 | 62 |
| Nassau | 1,666 | 938 | 728 | 457 | 481 | 308 | 420 | 71 | 72 | 71 |
| Orange | 2,126 | 1,473 | 653 | 747 | 726 | 302 | 351 | 70 | 70 | 70 |
| Osceola | 1,257 | 1,042 | 215 | 514 | 528 | 117 | 98 | 75 | 75 | 77 |
| Palm Beach | 1,410 | 971 | 439 | 481 | 490 | 202 | 237 | 73 | 74 | 71 |
| Pasco | 1,391 | 1,173 | 218 | 572 | 601 | 101 | 117 | 71 | 70 | 75 |
| Pinellas | 2,948 | 2,447 | 501 | 1,167 | 1,280 | 218 | 283 | 80 | 79 | 86 |
| Polk | 5,104 | 4,117 | 987 | 2,042 | 2,075 | 450 | 537 | 73 | 72 | 81 |
| Putnam | 2,187 | 1,024 | 1,163 | 530 | 494 | 513 | 650 | 69 | 66 | 73 |
| St. Johns | 1,691 | 1,095 | 596 | 561 | 534 | 263 | 333 | 76 | 72 | 79 |
| St. Lucie | 1,097 | 872 | 225 | 431 | 441 | 104 | 121 | 76 | 75 | 81 |
| Santa Rosa | 2,811 | 2,348 | 463 | 1,185 | 1,163 | 205 | 258 | 70 | 76 | 69 |
| Seminole | 1,357 | 837 | 520 | 388 | 449 | 239 | 281 | 77 | 81 | 72 |
| Sumter | 1,338 | 966 | 372 | 487 | 479 | 181 | 191 | 66 | 67 | 63 |
| Suwannee | 3,337 | 2,004 | 1,333 | 980 | 1,024 | 602 | 731 | 68 | 67 | 69 |
| Taylor | 920 | 786 | 134 | 414 | 372 | 64 | 70 | 58 | 57 | 66 |
| Volusia | 2,816 | 1,821 | 995 | 884 | 937 | 476 | 519 | 74 | 73 | 76 |
| Wakulla | 907 | 439 | 468 | 210 | 229 | 225 | 243 | 67 | 66 | 68 |
| Walton | 2,452 | 2,047 | 405 | 1,050 | 997 | 168 | 237 | 63 | 62 | 71 |
| Washington | 2,110 | 1,384 | 726 | 729 | 655 | 307 | 419 | 63 | 63 | 63 |

* The fact that 4 more negro children than white in every 100 enrolled attend school every day is questioned, but is believed to be due to want of close supervision of negro schools in certain counties.

TABLE V.—Educational Status of Pupils Enrolled.
PART I—Number in Chart, First, and Second Grades.

| 1913-1914. Counties. | Chart. | | | First Grade. | | | Second Grade. | | |
|-------------------------|--------|--------|--------|--------------|--------|--------|---------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 25,601 | 12,222 | 13,379 | 28,451 | 17,243 | 11,208 | 23,003 | 14,425 | 8,578 |
| Alachua | 1,241 | 413 | 828 | 1,019 | 485 | 534 | 982 | 481 | 501 |
| Baker | 265 | 178 | 87 | 286 | 231 | 55 | 169 | 141 | 28 |
| Bay | 206 | 70 | 136 | 213 | 100 | 113 | 167 | 83 | 84 |
| Bradford | 733 | 583 | 250 | 500 | 343 | 157 | 514 | 368 | 146 |
| Brevard | 127 | 54 | 73 | 249 | 176 | 73 | 200 | 150 | 50 |
| Calhoun | 263 | 208 | 55 | 307 | 178 | 129 | 265 | 200 | 65 |
| Citrus | 164 | 96 | 68 | 188 | 130 | 58 | 155 | 103 | 52 |
| Clay | 239 | 105 | 134 | 203 | 140 | 63 | 191 | 130 | 61 |
| Columbia | 967 | 208 | 749 | 646 | 319 | 327 | 513 | 250 | 263 |
| Dade | 507 | 294 | 213 | 551 | 416 | 135 | 479 | 382 | 97 |
| De Soto | 539 | 435 | 104 | 665 | 612 | 53 | 566 | 519 | 47 |
| Duval | 1,639 | 1,111 | 528 | 1,620 | 1,136 | 484 | 1,443 | 1,003 | 440 |
| Escambia | 460 | 203 | 257 | 1,496 | 917 | 579 | 1,047 | 638 | 409 |
| Franklin | 96 | 38 | 58 | 130 | 73 | 57 | 97 | 40 | 57 |
| Gadsden | 972 | 144 | 828 | 1,102 | 233 | 869 | 594 | 119 | 475 |
| Hamilton | 362 | 152 | 210 | 403 | 268 | 135 | 253 | 155 | 98 |
| Hernando | 213 | 76 | 137 | 172 | 94 | 78 | 163 | 98 | 65 |
| Hillsborough | 1,354 | 866 | 488 | 2,000 | 1,691 | 309 | 1,694 | 1,420 | 274 |
| Holmes | 568 | 533 | 35 | 530 | 500 | 30 | 430 | 405 | 25 |
| Jackson | 1,460 | 678 | 782 | 1,937 | 787 | 1,150 | 1,410 | 662 | 748 |
| Jefferson | 568 | 66 | 502 | 885 | 156 | 729 | 667 | 89 | 578 |
| LaFayette | 291 | 240 | 51 | 257 | 217 | 40 | 218 | 170 | 48 |
| Lake | 256 | 122 | 134 | 358 | 195 | 163 | 307 | 199 | 108 |
| Lee | 145 | 105 | 40 | 260 | 227 | 33 | 203 | 185 | 18 |
| Leon | 956 | 136 | 820 | 868 | 232 | 636 | 623 | 128 | 495 |
| Levy | 510 | 200 | 310 | 372 | 190 | 182 | 314 | 158 | 156 |
| Liberty | 178 | 101 | 77 | 209 | 158 | 51 | 119 | 77 | 42 |
| Madison | 915 | 269 | 646 | 714 | 273 | 441 | 582 | 262 | 320 |
| Manatee | 441 | 291 | 150 | 447 | 334 | 113 | 371 | 294 | 77 |
| Marion | 559 | 181 | 378 | 722 | 419 | 303 | 581 | 343 | 238 |
| Monroe | 473 | 239 | 234 | 522 | 426 | 96 | 422 | 328 | 94 |
| Nassau | 432 | 168 | 264 | 391 | 173 | 218 | 334 | 156 | 178 |
| Orange | 322 | 91 | 231 | 414 | 270 | 144 | 413 | 252 | 161 |
| Osceola | 232 | 127 | 105 | 200 | 154 | 46 | 218 | 171 | 47 |
| Palm Beach | 224 | 130 | 94 | 288 | 187 | 101 | 268 | 153 | 115 |
| Pasco | 249 | 184 | 65 | 263 | 175 | 88 | 255 | 205 | 50 |
| Pinellas | 175 | 29 | 146 | 616 | 507 | 109 | 453 | 381 | 72 |
| Polk | 872 | 562 | 310 | 1,091 | 811 | 280 | 817 | 625 | 192 |
| Putnam | 752 | 208 | 444 | 450 | 162 | 288 | 376 | 184 | 192 |
| St. Johns | 291 | 151 | 140 | 326 | 197 | 129 | 339 | 199 | 140 |
| St. Lucie | 129 | 76 | 53 | 264 | 215 | 49 | 189 | 132 | 57 |
| Santa Rosa | 643 | 481 | 162 | 643 | 479 | 164 | 577 | 467 | 110 |
| Seminole | 170 | 23 | 147 | 290 | 148 | 142 | 263 | 122 | 141 |
| Sumter | 237 | 97 | 140 | 299 | 195 | 104 | 282 | 176 | 106 |
| Suwannee | 1,059 | 362 | 697 | 797 | 419 | 378 | 594 | 332 | 262 |
| Taylor | 295 | 235 | 60 | 242 | 188 | 54 | 232 | 205 | 27 |
| Volusia | 552 | 174 | 378 | 605 | 396 | 209 | 517 | 326 | 191 |
| Wakulla | 183 | 47 | 136 | 232 | 81 | 151 | 234 | 110 | 124 |
| Walton | 551 | 411 | 140 | 676 | 542 | 134 | 445 | 367 | 78 |
| Washington | 676 | 271 | 305 | 533 | 288 | 245 | 458 | 282 | 176 |

TABLE V.—Educational Status of Pupils Enrolled.
PART II—Number in Third, Fourth, and Fifth Grades.

| 1913-1914. Counties. | Third Grade. | | | Fourth Grade. | | | Fifth Grade. | | |
|-------------------------|--------------|--------|--------|---------------|--------|--------|--------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 21,706 | 14,555 | 7,151 | 19,897 | 14,290 | 5,607 | 16,272 | 12,379 | 3,893 |
| Alachua | 874 | 489 | 385 | 896 | 588 | 308 | 606 | 363 | 243 |
| Baker | 180 | 156 | 24 | 155 | 134 | 21 | 180 | 169 | 11 |
| Bay | 139 | 90 | 49 | 115 | 87 | 28 | 110 | 98 | 12 |
| Bradford | 523 | 406 | 117 | 457 | 391 | 66 | 279 | 235 | 44 |
| Brevard | 199 | 142 | 57 | 214 | 162 | 52 | 166 | 145 | 21 |
| Calhoun | 221 | 178 | 43 | 239 | 208 | 31 | 141 | 131 | 10 |
| Citrus | 166 | 119 | 37 | 157 | 120 | 37 | 125 | 123 | 2 |
| Clay | 147 | 110 | 37 | 168 | 135 | 33 | 137 | 116 | 21 |
| Columbia | 557 | 271 | 286 | 440 | 224 | 216 | 422 | 259 | 163 |
| Dade | 474 | 406 | 68 | 478 | 397 | 81 | 407 | 370 | 37 |
| De Soto | 635 | 590 | 45 | 510 | 471 | 39 | 503 | 491 | 12 |
| Duval | 1,316 | 930 | 386 | 1,189 | 827 | 362 | 1,032 | 724 | 308 |
| Escambia | 995 | 635 | 360 | 995 | 648 | 347 | 762 | 553 | 209 |
| Franklin | 116 | 54 | 62 | 115 | 70 | 45 | 88 | 66 | 22 |
| Gadsden | 573 | 202 | 371 | 541 | 240 | 301 | 446 | 191 | 255 |
| Hamilton | 233 | 151 | 82 | 266 | 188 | 78 | 213 | 167 | 46 |
| Hernando | 140 | 75 | 65 | 119 | 52 | 67 | 122 | 73 | 49 |
| Hillsborough | 1,315 | 1,048 | 267 | 1,405 | 1,200 | 205 | 1,050 | 910 | 140 |
| Holmes | 399 | 387 | 12 | 423 | 411 | 12 | 351 | 348 | 3 |
| Jackson | 1,105 | 636 | 469 | 965 | 583 | 382 | 739 | 521 | 218 |
| Jefferson | 568 | 98 | 470 | 398 | 124 | 274 | 401 | 96 | 305 |
| LaFayette | 204 | 172 | 32 | 235 | 207 | 28 | 163 | 154 | 9 |
| Lake | 368 | 250 | 118 | 287 | 207 | 80 | 264 | 200 | 64 |
| Lee | 219 | 205 | 14 | 217 | 194 | 23 | 178 | 178 | 10 |
| Leon | 522 | 114 | 408 | 441 | 127 | 314 | 365 | 129 | 236 |
| Levy | 300 | 199 | 101 | 275 | 181 | 94 | 191 | 131 | 60 |
| Liberty | 142 | 103 | 39 | 114 | 91 | 23 | 92 | 74 | 18 |
| Madison | 622 | 283 | 339 | 432 | 278 | 154 | 309 | 246 | 63 |
| Manatee | 376 | 306 | 70 | 373 | 317 | 56 | 312 | 294 | 18 |
| Marion | 509 | 352 | 157 | 527 | 366 | 161 | 410 | 316 | 94 |
| Monroe | 293 | 217 | 76 | 182 | 134 | 48 | 101 | 88 | 13 |
| Nassau | 310 | 175 | 135 | 297 | 189 | 108 | 228 | 182 | 46 |
| Orange | 403 | 233 | 170 | 367 | 265 | 102 | 288 | 232 | 56 |
| Osceola | 182 | 154 | 28 | 187 | 166 | 21 | 201 | 181 | 20 |
| Palm Beach | 209 | 138 | 71 | 243 | 166 | 77 | 186 | 132 | 54 |
| Pasco | 434 | 393 | 41 | 226 | 192 | 34 | 195 | 187 | 8 |
| Pinellas | 493 | 382 | 111 | 414 | 357 | 57 | 340 | 302 | 38 |
| Polk | 941 | 771 | 170 | 765 | 670 | 95 | 683 | 615 | 68 |
| Putnam | 410 | 193 | 217 | 359 | 181 | 178 | 299 | 176 | 123 |
| St. Johns | 302 | 199 | 103 | 265 | 185 | 80 | 229 | 159 | 70 |
| St. Lucie | 156 | 121 | 35 | 186 | 141 | 45 | 138 | 117 | 21 |
| Santa Rosa | 591 | 497 | 94 | 571 | 513 | 58 | 404 | 351 | 53 |
| Seminole | 238 | 127 | 111 | 201 | 117 | 84 | 188 | 113 | 75 |
| Sumter | 267 | 189 | 78 | 283 | 209 | 79 | 197 | 144 | 53 |
| Suwannee | 549 | 339 | 210 | 541 | 360 | 181 | 429 | 313 | 116 |
| Taylor | 175 | 148 | 27 | 217 | 186 | 31 | 183 | 158 | 25 |
| Volusia | 504 | 322 | 182 | 432 | 294 | 138 | 520 | 290 | 130 |
| Wakulla | 196 | 86 | 110 | 192 | 98 | 94 | 138 | 77 | 51 |
| Walton | 531 | 461 | 70 | 423 | 376 | 47 | 471 | 390 | 81 |
| Washington | 395 | 253 | 142 | 395 | 263 | 132 | 390 | 301 | 89 |

TABLE V.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh, and Eighth Grades.

| 1913-1914. Counties. | Sixth Grade. | | | Seventh Grade. | | | Eighth Grade. | | |
|-------------------------|--------------|--------|--------|----------------|--------|--------|---------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 11,087 | 10,074 | 2,013 | 8,854 | 7,959 | 895 | 7,506 | 6,874 | 632 |
| Alachua | 449 | 359 | 90 | 313 | 265 | 48 | 365 | 303 | 62 |
| Baker | 76 | 76 | ..... | 77 | 77 | ..... | 33 | 33 | ..... |
| Bay | 45 | 43 | 2 | 35 | 34 | 1 | 27 | 26 | 1 |
| Bradford | 195 | 168 | 27 | 141 | 138 | 3 | 141 | 140 | 1 |
| Brevard | 109 | 89 | 20 | 103 | 91 | 12 | 65 | 60 | 5 |
| Calhoun | 120 | 118 | 2 | 83 | 83 | ..... | 63 | 63 | ..... |
| Citrus | 77 | 77 | ..... | 58 | 58 | ..... | 33 | 33 | ..... |
| Clay | 97 | 82 | 15 | 68 | 61 | 7 | 79 | 73 | 6 |
| Columbia | 285 | 214 | 71 | 171 | 153 | 18 | 175 | 165 | 10 |
| Dade | 177 | 168 | 9 | 238 | 235 | 3 | 468 | 452 | 16 |
| De Soto | 354 | 346 | 8 | 348 | 343 | 5 | 306 | 305 | 1 |
| Duval | 886 | 622 | 264 | 737 | 517 | 220 | 591 | 415 | 176 |
| Escambia | 517 | 389 | 128 | 475 | 378 | 97 | 262 | 205 | 57 |
| Franklin | 95 | 37 | 58 | 27 | 27 | ..... | 25 | 25 | ..... |
| Gadsden | 221 | 171 | 50 | 168 | 161 | 7 | 144 | 144 | ..... |
| Hamilton | 226 | 192 | 34 | 92 | 87 | 5 | 76 | 69 | 7 |
| Hernando | 101 | 70 | 31 | 71 | 59 | 12 | 62 | 56 | 6 |
| Hillsborough | 756 | 662 | 94 | 644 | 594 | 50 | 493 | 465 | 28 |
| Holmes | 304 | 304 | ..... | 114 | 114 | ..... | 75 | 75 | ..... |
| Jackson | 505 | 374 | 131 | 364 | 321 | 43 | 239 | 226 | 13 |
| Jefferson | 138 | 57 | 81 | 88 | 79 | 9 | 76 | 74 | 2 |
| LaFayette | 216 | 207 | 9 | 157 | 154 | 3 | 177 | 177 | ..... |
| Lake | 204 | 162 | 42 | 159 | 136 | 23 | 142 | 138 | 4 |
| Lee | 142 | 129 | 13 | 113 | 113 | ..... | 86 | 86 | ..... |
| Leon | 248 | 135 | 113 | 97 | 77 | 20 | 111 | 95 | 16 |
| Levy | 183 | 145 | 38 | 120 | 102 | 18 | 100 | 94 | 6 |
| Liberty | 72 | 66 | 6 | 54 | 54 | ..... | 48 | 48 | ..... |
| Madison | 222 | 191 | 31 | 166 | 166 | ..... | 278 | 278 | ..... |
| Maantee | 239 | 234 | 5 | 202 | 202 | ..... | 136 | 135 | 1 |
| Marion | 355 | 288 | 67 | 270 | 239 | 31 | 230 | 197 | 33 |
| Monroe | 73 | 61 | 12 | 80 | 62 | 18 | 47 | 37 | 10 |
| Nassau | 120 | 97 | 23 | 93 | 70 | 23 | 81 | 69 | 12 |
| Orange | 231 | 225 | 6 | 181 | 163 | 18 | 176 | 164 | 12 |
| Osceola | 136 | 130 | 6 | 140 | 137 | 3 | 65 | 63 | 2 |
| Palm Beach | 160 | 111 | 49 | 127 | 85 | 42 | 103 | 83 | 20 |
| Pasco | 251 | 248 | 3 | 94 | 94 | ..... | 77 | 77 | ..... |
| Pinellas | 311 | 297 | 14 | 264 | 247 | 17 | 214 | 201 | 13 |
| Polk | 604 | 563 | 41 | 475 | 454 | 21 | 352 | 335 | 17 |
| Putnam | 232 | 143 | 89 | 146 | 105 | 41 | 154 | 127 | 27 |
| St. Johns | 182 | 157 | 25 | 138 | 119 | 19 | 73 | 54 | 19 |
| St. Lucie | 100 | 100 | ..... | 90 | 90 | ..... | 64 | 61 | 3 |
| Santa Rosa | 279 | 265 | 14 | 139 | 133 | 6 | 119 | 113 | 6 |
| Seminole | 88 | 83 | 5 | 86 | 73 | 13 | 91 | 66 | 25 |
| Sumter | 166 | 138 | 28 | 119 | 118 | 1 | 98 | 98 | ..... |
| Suwannee | 450 | 379 | 71 | 234 | 228 | 6 | 156 | 155 | 1 |
| Taylor | 102 | 96 | 6 | 65 | 65 | ..... | 83 | 83 | ..... |
| Volusia | 317 | 261 | 56 | 195 | 179 | 16 | 129 | 122 | 7 |
| Wakulla | 108 | 85 | 23 | 61 | 58 | 3 | 23 | 23 | ..... |
| Walton | 266 | 252 | 14 | 208 | 205 | 3 | 148 | 147 | 1 |
| Washington | 257 | 208 | 49 | 166 | 156 | 10 | 147 | 141 | 6 |

TABLE V.—Educational Status of Pupils Enrolled.
PART IV—Ninth, Tenth, Eleventh, and Twelfth Grades.

| 1913-1914. Counties. | 9th Grade. | | | 10th Grade. | | | 11th Grade. | | | 12th Grade. | | |
|-------------------------|------------|--------|--------|-------------|--------|--------|-------------|--------|--------|-------------|--------|--------|
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 3,760 | 3,470 | 290 | 2,133 | 1,930 | 203 | 1,137 | 1,032 | 105 | 632 | 582 | 50 |
| Alachua | 184 | 165 | 19 | 63 | 52 | 11 | 19 | 19 | ... | 18 | 18 | ... |
| Baker | 12 | 12 | ... | 3 | 3 | ... | ... | ... | ... | ... | ... | ... |
| Bay | 10 | 10 | ... | ... | ... | ... | 1 | 1 | ... | ... | ... | ... |
| Bradford | 105 | 105 | ... | 38 | 38 | ... | 22 | 22 | ... | 4 | 4 | ... |
| Brevard | 55 | 54 | 1 | 26 | 26 | ... | 15 | 15 | ... | 7 | 7 | ... |
| Calhoun | 33 | 33 | ... | 12 | 12 | ... | ... | ... | ... | ... | ... | ... |
| Citrus | 36 | 36 | ... | 23 | 23 | ... | 4 | 4 | ... | 11 | 11 | ... |
| Clay | 13 | 13 | ... | 12 | 12 | ... | 3 | 3 | ... | 4 | 4 | ... |
| Columbia | 51 | 45 | 6 | 22 | 21 | 1 | 6 | 6 | ... | 8 | 8 | ... |
| Dade | 111 | 111 | ... | 73 | 73 | ... | 45 | 45 | ... | 23 | 23 | ... |
| De Soto | 130 | 130 | ... | 63 | 63 | ... | 44 | 44 | ... | 29 | 29 | ... |
| Duval | 445 | 313 | 132 | 321 | 210 | 111 | 253 | 165 | 88 | 103 | 67 | 36 |
| Escambia | 148 | 117 | 31 | 74 | 60 | 14 | 38 | 34 | 4 | 48 | 36 | 12 |
| Franklin | 33 | 33 | ... | 16 | 16 | ... | 5 | 5 | ... | 6 | 6 | ... |
| Gadsden | 72 | 72 | ... | 38 | 38 | ... | 14 | 14 | ... | 6 | 6 | ... |
| Hamilton | 41 | 41 | ... | 13 | 13 | ... | 7 | 7 | ... | ... | ... | ... |
| Hernando | 47 | 47 | ... | 14 | 14 | ... | 24 | 24 | ... | 7 | 7 | ... |
| Hillsborough | 273 | 273 | 2 | 174 | 174 | ... | 100 | 100 | ... | 75 | 75 | ... |
| Holmes | 45 | 45 | ... | 15 | 15 | ... | ... | ... | ... | ... | ... | ... |
| Jackson | 69 | 69 | ... | 38 | 38 | ... | 26 | 26 | ... | 5 | 5 | ... |
| Jefferson | 55 | 55 | ... | 74 | 74 | ... | 18 | 18 | ... | 8 | 8 | ... |
| LaFayette | 54 | 54 | ... | 46 | 46 | ... | 21 | 21 | ... | 5 | 5 | ... |
| Lake | 63 | 63 | ... | 28 | 28 | ... | 20 | 20 | ... | 13 | 13 | ... |
| Lee | 66 | 66 | ... | 16 | 16 | ... | 14 | 14 | ... | 10 | 10 | ... |
| Leon | 58 | 43 | 15 | 34 | 24 | 10 | 24 | 18 | 6 | 8 | 8 | ... |
| Levy | 35 | 35 | ... | 16 | 16 | ... | 4 | 4 | ... | 4 | 4 | ... |
| Liberty | 16 | 16 | ... | 8 | 8 | ... | ... | ... | ... | ... | ... | ... |
| Madison | 116 | 115 | 1 | 26 | 26 | ... | 18 | 18 | ... | 13 | 13 | ... |
| Manatee | 87 | 87 | ... | 59 | 59 | ... | 33 | 33 | ... | 17 | 17 | ... |
| Marion | 129 | 103 | 26 | 52 | 30 | 22 | 21 | 21 | ... | 11 | 11 | ... |
| Monroe | 24 | 24 | ... | 9 | 9 | ... | 2 | 2 | ... | 3 | 3 | ... |
| Nassau | 19 | 15 | 4 | 19 | 11 | 8 | 8 | 1 | 7 | 3 | 1 | 2 |
| Orange | 112 | 110 | 2 | 66 | 64 | 2 | 21 | 21 | ... | 11 | 11 | ... |
| Osceola | 50 | 50 | ... | 33 | 33 | ... | 21 | 21 | ... | 11 | 11 | ... |
| Palm Beach | 63 | 54 | 9 | 39 | 39 | ... | 16 | 16 | ... | 9 | 9 | ... |
| Pasco | 60 | 60 | ... | 28 | 28 | ... | 14 | 14 | ... | 11 | 11 | ... |
| Pinellas | 165 | 165 | ... | 106 | 106 | ... | 71 | 71 | ... | 45 | 45 | ... |
| Polk | 184 | 170 | 14 | 100 | 96 | 4 | 68 | 68 | ... | 20 | 20 | ... |
| Putnam | 37 | 23 | 14 | 30 | 26 | 4 | 17 | 17 | ... | 8 | 8 | ... |
| St. Johns | 62 | 52 | 10 | 39 | 35 | 4 | 17 | 17 | ... | 6 | 6 | ... |
| St. Lucie | 57 | 53 | 4 | 56 | 49 | 7 | 5 | 5 | ... | 3 | 3 | ... |
| Santa Rosa | 25 | 25 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Seminole | 72 | 72 | ... | 44 | 39 | 5 | 21 | 21 | ... | 22 | 22 | ... |
| Sumter | 29 | 29 | ... | 52 | 52 | ... | 5 | 5 | ... | 3 | 3 | ... |
| Suwannee | 38 | 38 | ... | 27 | 27 | ... | 11 | 11 | ... | 7 | 7 | ... |
| Taylor | 15 | 15 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Volusia | 60 | 60 | ... | 36 | 36 | ... | 29 | 29 | ... | 16 | 16 | ... |
| Wakulla | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Walton | 74 | 74 | ... | 44 | 44 | ... | 12 | 12 | ... | 11 | 11 | ... |
| Washington | 20 | 20 | ... | 8 | 8 | ... | ... | ... | ... | ... | ... | ... |

TABLE VI.—(a) Number of Teachers' Positions Filled;
(b) Number of Different Teachers Employed.

| 1913-1914. Counties. | Teachers' Positions Filled. | | | Different Teachers Employed. | | | | | | | |
|-------------------------|-----------------------------------|--------|--------|------------------------------|--------|--------|-----------------|-------------------|-----------------|-------------------|--|
| | Both Races. | White. | Negro. | Both Races. | White. | Negro. | White Males. | White Females. | Negro Males. | Negro Females. | |
| The State | 5,524 | 4,243 | 1,281 | 4,882 | 3,823 | 1,059 | 837 | 2,986 | 237 | 822 | |
| Alachua | 224 | 165 | 59 | 183 | 146 | 37 | 29 | 117 | 9 | 28 | |
| Baker | 59 | 54 | 5 | 45 | 40 | 5 | 15 | 25 | 2 | 3 | |
| Bay | 80 | 62 | 18 | 71 | 54 | 17 | 16 | 38 | 2 | 15 | |
| Bradford | 98 | 85 | 13 | 95 | 83 | 12 | 21 | 62 | 2 | 10 | |
| Brevard | 74 | 59 | 15 | 70 | 56 | 14 | 15 | 41 | 4 | 10 | |
| Calhoun | 67 | 56 | 11 | 57 | 50 | 7 | 15 | 35 | 3 | 4 | |
| Citrus | 40 | 35 | 5 | 39 | 35 | 4 | 7 | 28 | 1 | 3 | |
| Clay | 66 | 53 | 13 | 57 | 44 | 13 | 10 | 34 | 3 | 10 | |
| Columbia | 114 | 76 | 38 | 98 | 68 | 30 | 15 | 53 | 8 | 22 | |
| Dade | 144 | 126 | 18 | 136 | 119 | 17 | 20 | 99 | 3 | 14 | |
| DeSoto | 165 | 158 | 7 | 141 | 134 | 7 | 46 | 88 | 2 | 5 | |
| Duval | 365 | 271 | 94 | 330 | 240 | 90 | 13 | 227 | 13 | 77 | |
| Escambia | 221 | 165 | 56 | 184 | 135 | 49 | 12 | 123 | 8 | 41 | |
| Franklin | 25 | 17 | 8 | 25 | 17 | 8 | 1 | 16 | 2 | 6 | |
| Gadsden | 109 | 65 | 44 | 89 | 59 | 30 | 9 | 50 | 7 | 23 | |
| Hamilton | 106 | 89 | 17 | 82 | 66 | 16 | 14 | 52 | 4 | 12 | |
| Hernando | 49 | 38 | 11 | 46 | 35 | 11 | 6 | 29 | 3 | 8 | |
| Hillsborough | 270 | 234 | 36 | 270 | 234 | 36 | 38 | 196 | 3 | 33 | |
| Holmes | 85 | 81 | 4 | 69 | 65 | 4 | 31 | 34 | 1 | 3 | |
| Jackson | 247 | 154 | 93 | 195 | 126 | 69 | 45 | 81 | 23 | 46 | |
| Jefferson | 84 | 42 | 42 | 84 | 42 | 42 | 10 | 32 | 21 | 21 | |
| LaFayette | 106 | 99 | 7 | 72 | 66 | 6 | 24 | 42 | 2 | 4 | |
| Lake | 96 | 76 | 20 | 93 | 73 | 20 | 12 | 61 | 7 | 13 | |
| Lee | 55 | 53 | 2 | 54 | 52 | 2 | 13 | 39 | 1 | 1 | |
| Leon | 118 | 61 | 57 | 101 | 55 | 46 | 7 | 48 | 6 | 40 | |
| Levy | 74 | 54 | 20 | 63 | 49 | 14 | 13 | 36 | 6 | 8 | |
| Liberty | 34 | 27 | 7 | 33 | 26 | 7 | 8 | 18 | 3 | 4 | |
| Madison | 119 | 75 | 44 | 90 | 62 | 28 | 18 | 44 | 9 | 19 | |
| Manatee | 110 | 99 | 11 | 110 | 99 | 11 | 21 | 78 | 2 | 9 | |
| Marion | 211 | 105 | 106 | 165 | 103 | 62 | 23 | 80 | 10 | 52 | |
| Monroe | 47 | 38 | 9 | 47 | 38 | 9 | 3 | 35 | 1 | 8 | |
| Nassau | 78 | 53 | 25 | 75 | 53 | 22 | 10 | 43 | 4 | 18 | |
| Orange | 110 | 77 | 33 | 108 | 76 | 32 | 9 | 67 | 3 | 29 | |
| Osceola | 56 | 48 | 8 | 54 | 47 | 7 | 6 | 41 | 2 | 5 | |
| Palm Beach | 69 | 53 | 16 | 67 | 52 | 15 | 7 | 45 | 2 | 13 | |
| Pasco | 71 | 62 | 9 | 67 | 62 | 5 | 16 | 46 | 2 | 3 | |
| Pinellas | 113 | 97 | 16 | 113 | 97 | 16 | 12 | 85 | 3 | 13 | |
| Polk | 236 | 201 | 35 | 225 | 192 | 33 | 33 | 159 | 6 | 27 | |
| Putnam | 130 | 88 | 42 | 95 | 65 | 30 | 13 | 52 | 2 | 28 | |
| St. Johns | 87 | 67 | 20 | 70 | 56 | 14 | 10 | 46 | 2 | 12 | |
| St. Lucie | 55 | 45 | 10 | 45 | 38 | 7 | 8 | 30 | 3 | 4 | |
| Santa Rosa | 130 | 117 | 13 | 117 | 105 | 12 | 41 | 64 | 10 | 2 | |
| Seminole | 60 | 41 | 19 | 53 | 36 | 17 | 2 | 34 | 1 | 16 | |
| Sumter | 63 | 48 | 15 | 60 | 48 | 12 | 12 | 36 | 3 | 9 | |
| Suwannee | 143 | 107 | 36 | 126 | 94 | 32 | 31 | 63 | 6 | 26 | |
| Taylor | 84 | 81 | 3 | 59 | 56 | 3 | 27 | 29 | 2 | 1 | |
| Volusia | 130 | 101 | 29 | 127 | 101 | 26 | 11 | 90 | 5 | 21 | |
| Wakulla | 38 | 24 | 14 | 35 | 24 | 11 | 7 | 17 | 3 | 8 | |
| Walton | 110 | 92 | 18 | 100 | 86 | 14 | 30 | 56 | 3 | 11 | |
| Washington | 99 | 69 | 30 | 92 | 64 | 28 | 22 | 42 | 4 | 24 | |

TABLE VII.—PART I.—Grades of County Certificates Held by Teachers Employed.

| 1913-1914. Counties. | Total. | 3rd Grade. | | | 2nd Grade. | | | 1st Grade. | | | Tem- porary. | | |
|-------------------------|--------|------------|--------|--------|------------|--------|--------|------------|--------|--------|-----------------|--------|--------|
| | | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | 4,904 | 1,201 | 725 | 476 | 1,947 | 1,501 | 446 | 1,181 | 1,099 | 82 | 178 | 129 | 49 |
| Alachua | 183 | 36 | 23 | 13 | 69 | 49 | 20 | 56 | 53 | 3 | 4 | 3 | 1 |
| Baker | 46 | 12 | 11 | 1 | 24 | 21 | 3 | 9 | 8 | 1 | 1 | 1 | 1 |
| Bay | 72 | 31 | 21 | 10 | 21 | 16 | 5 | 4 | 4 | ... | 12 | 10 | 2 |
| Bradford | 95 | 28 | 20 | 8 | 33 | 30 | 3 | 28 | 27 | 1 | ... | ... | ... |
| Brevard | 74 | 13 | 11 | 2 | 33 | 24 | 9 | 17 | 14 | 3 | 7 | ... | 7 |
| Calhoun | 67 | 10 | 6 | 4 | 40 | 34 | 6 | 17 | 16 | 1 | ... | ... | ... |
| Citrus | 39 | 6 | 5 | 1 | 16 | 13 | 3 | 15 | 15 | ... | ... | ... | ... |
| Clay | 65 | 16 | 15 | 1 | 26 | 18 | 8 | 7 | 5 | 2 | 4 | 3 | 1 |
| Columbia | 96 | 27 | 9 | 18 | 27 | 24 | 3 | 29 | 28 | 1 | 10 | 2 | 8 |
| Dade | 113 | 16 | 10 | 6 | 29 | 25 | 4 | 47 | 46 | 1 | 4 | 3 | 1 |
| DeSoto | 139 | 15 | 12 | 3 | 60 | 57 | 3 | 48 | 47 | 1 | 6 | 6 | ... |
| Duval | 328 | 95 | 48 | 47 | 117 | 84 | 33 | 71 | 64 | 7 | ... | ... | ... |
| Escambia | 188 | 55 | 28 | 27 | 82 | 65 | 17 | 26 | 24 | 2 | 8 | 7 | 1 |
| Franklin | 25 | 1 | 1 | ... | 15 | 9 | 6 | 7 | 5 | 2 | ... | ... | ... |
| Gadsden | * 100 | 35 | 9 | 26 | 34 | 22 | 12 | 25 | 25 | ... | ... | ... | ... |
| Hamilton | 82 | 26 | 23 | 3 | 35 | 23 | 12 | 15 | 14 | 1 | 1 | 1 | ... |
| Hernando | 49 | ... | ... | ... | 16 | 8 | 8 | 33 | 30 | 3 | ... | ... | ... |
| Hillsboro | 270 | 45 | 32 | 13 | 106 | 87 | 19 | 59 | 55 | 4 | 13 | 13 | ... |
| Holmes | 70 | 36 | 33 | 3 | 27 | 26 | 1 | 6 | 6 | ... | 1 | 1 | ... |
| Jackson | 196 | 57 | 20 | 37 | 79 | 56 | 23 | 44 | 41 | 3 | 8 | 7 | 1 |
| Jefferson | 84 | 28 | 6 | 22 | 13 | 5 | 8 | 16 | 16 | ... | 17 | 7 | 10 |
| LaFayette | 72 | 16 | 15 | 1 | 29 | 26 | 3 | 23 | 21 | 2 | 2 | 2 | ... |
| Lake | 92 | 18 | 12 | 6 | 42 | 33 | 9 | 21 | 20 | 1 | ... | ... | ... |
| Lee | 54 | 2 | 1 | 1 | 30 | 29 | 1 | 16 | 16 | ... | ... | ... | ... |
| Leon | 100 | 44 | 12 | 32 | 35 | 25 | 10 | 10 | 10 | ... | ... | ... | ... |
| Levy | 63 | 21 | 14 | 7 | 28 | 21 | 7 | 12 | 12 | ... | ... | ... | ... |
| Liberty | 33 | 7 | 6 | 1 | 13 | 9 | 4 | 13 | 11 | 2 | ... | ... | ... |
| Madison | 90 | 21 | 11 | 10 | 44 | 34 | 10 | 16 | 13 | 3 | 3 | ... | 3 |
| Manatee | 109 | 22 | 15 | 7 | 46 | 42 | 4 | 31 | 31 | ... | 3 | 3 | ... |
| Marion | 166 | 50 | 23 | 27 | 56 | 33 | 23 | 42 | 37 | 5 | 11 | 4 | 7 |
| Monroe | 48 | 6 | 2 | 4 | 12 | 8 | 4 | 17 | 16 | 1 | 9 | 9 | ... |
| Nassau | 74 | 34 | 20 | 14 | 24 | 19 | 5 | 12 | 10 | 2 | 1 | ... | 1 |
| Orange | 109 | 26 | 13 | 13 | 43 | 32 | 11 | 22 | 21 | 1 | 8 | 2 | 6 |
| Osceola | 56 | 8 | 6 | 2 | 23 | 17 | 6 | 20 | 20 | ... | ... | ... | ... |
| Palm Beach | 68 | 11 | 4 | 7 | 20 | 14 | 6 | 18 | 17 | 1 | 2 | 2 | ... |
| Pasco | 68 | 15 | 12 | 3 | 18 | 16 | 2 | 27 | 27 | ... | 1 | 1 | ... |
| Pinellas | 112 | 22 | 10 | 12 | 29 | 28 | 1 | 17 | 15 | 2 | 24 | 24 | ... |
| Polk | 222 | 20 | 14 | 6 | 85 | 65 | 20 | 85 | 79 | 6 | 10 | 10 | ... |
| Putnam | 95 | 28 | 18 | 10 | 49 | 31 | 18 | 9 | 8 | 1 | ... | ... | ... |
| St. Johns | 75 | 16 | 11 | 5 | 42 | 29 | 13 | 12 | 11 | 1 | ... | ... | ... |
| St. Lucie | 46 | 11 | 10 | 1 | 20 | 18 | 2 | 12 | 9 | 3 | ... | ... | ... |
| Santa Rosa | 117 | 46 | 39 | 7 | 56 | 52 | 4 | 14 | 13 | 1 | ... | ... | ... |
| Seminole | 55 | 14 | 6 | 8 | 22 | 14 | 8 | 17 | 14 | 3 | ... | ... | ... |
| Sumter | 61 | 16 | 6 | 10 | 19 | 15 | 4 | 22 | 22 | ... | 1 | 1 | ... |
| Suwannee | 126 | 26 | 21 | 5 | 68 | 45 | 23 | 24 | 20 | 4 | 1 | 1 | ... |
| Taylor | 65 | 11 | 9 | 2 | 27 | 26 | 1 | 24 | 24 | ... | ... | ... | ... |
| Volusia | 127 | 25 | 18 | 7 | 53 | 38 | 15 | 36 | 32 | 4 | 4 | 3 | 1 |
| Wakulla | 36 | 8 | 4 | 4 | 19 | 14 | 5 | 5 | 4 | 1 | 2 | 2 | ... |
| Walton | 102 | 36 | 31 | 5 | 46 | 37 | 9 | 15 | 14 | 1 | 1 | 1 | ... |
| Washington ... | 91 | 33 | 19 | 14 | 47 | 35 | 12 | 10 | 10 | ... | ... | ... | ... |

* Includes 2 Aged Teachers' Certificates and 1 Kindergarten.

TABLE VII—PART II—(a) Other Certificates Held by Teachers Employed; (b) Number of Non-Resident Teachers.

| 1913-1914. Counties. | Primary. 4-Year. | | Life Primary | | Life 1st Grade. | | | State. 5-Year. | | State. Life. | | Non-Resident Teachers | | | | | |
|-------------------------|---------------------|--------|-----------------|--------|--------------------|----------|--------|-------------------|--------|-----------------|--------|--------------------------|--------|--------|-----------|--------|--------|
| | White. | Negro. | Total. | White. | Negro. | Special. | White. | Negro. | Total. | White. | Negro. | Of County. | | | Of State. | | |
| | | | | | | | | | | | | Total. | White. | Negro. | Total. | White. | Negro. |
| The State | *92 | *49 | 103 | 88 | 15 | *46 | *55 | *49 | 1,101 | 863 | 238 | 330 | 324 | 6 | | | |
| Alachua | 3 | 6 | 4 | 4 | | | 3 | 3 | 76 | 62 | 14 | 11 | 11 | | | | |
| Baker | | | | | | | | | 19 | 15 | 4 | 2 | 2 | | | | |
| Bay | 1 | | 3 | 3 | | | | | 49 | 35 | 14 | 2 | 2 | | | | |
| Bradford | 2 | | 1 | 1 | | | 3 | | 32 | 29 | 3 | | | | | | |
| Brevard | | 1 | 2 | 1 | 1 | | | 1 | 38 | 26 | 12 | 5 | 5 | | | | |
| Calhoun | | | | | | | | | 14 | 8 | 6 | 2 | 2 | | | | |
| Citrus | 1 | | | | | | 1 | | 9 | 5 | 4 | 4 | 4 | | | | |
| Clay | 1 | | | | | | 1 | | 8 | 8 | | | | | | | |
| Columbia | | 1 | | | | | | 2 | 36 | 22 | 14 | 2 | 2 | | | | |
| Dade | 1 | 3 | 4 | 4 | | 9 | | | 9 | 9 | | 34 | 34 | | | | |
| DeSoto | 1 | | 4 | 4 | | | 4 | 1 | 51 | 47 | 4 | 11 | 11 | | | | |
| Duval | 11 | 9 | 16 | 15 | 1 | 2 | 3 | 4 | | | | | | | | | |
| Escambia | 5 | 4 | 5 | 3 | 2 | 1 | | 2 | 9 | 5 | 4 | 6 | 6 | | | | |
| Franklin | 1 | | | | | | | | 6 | 4 | 2 | | | | | | |
| Gadsden | 2 | 1 | | | | 3 | | | 22 | 18 | 4 | 17 | 13 | | | | 4 |
| Hamilton | 1 | | 2 | 2 | | | 1 | 1 | 25 | 18 | 7 | 3 | 3 | | | | |
| Hernando | | | | | | | | | 24 | 16 | 8 | 3 | 3 | | | | |
| Hillsboro | 17 | 4 | 10 | 10 | | 6 | 1 | 9 | 16 | 14 | 2 | 30 | 30 | | | | |
| Holmes | | | | | | | | | 25 | 21 | 4 | 6 | 6 | | | | |
| Jackson | 4 | | 3 | 3 | | 1 | | | 24 | 9 | 15 | 10 | 9 | | | | 1 |
| Jefferson | | | 6 | 4 | 2 | 1 | 1 | 2 | 5 | 4 | 1 | 7 | 7 | | | | |
| LaFayette | | | 2 | 2 | | | | | 40 | 40 | | 1 | 1 | | | | |
| Lake | 1 | 2 | 3 | 3 | | | 2 | 3 | 18 | 17 | 1 | 2 | 2 | | | | |
| Lee | 4 | 1 | | | | | 1 | | 22 | 21 | 1 | 8 | 8 | | | | |
| Leon | 3 | | 3 | 3 | | | 2 | | 9 | 8 | 1 | 3 | 2 | | | | 1 |
| Levy | | | 1 | 1 | | | 1 | | 15 | 11 | 4 | 4 | 4 | | | | |
| Liberty | | | | | | | | | 17 | 15 | 2 | | | | | | |
| Madison | 1 | | 3 | 1 | 2 | | 2 | | 19 | 11 | 8 | 9 | 9 | | | | |
| Manatee | 1 | 2 | 1 | 1 | | 2 | 1 | | 50 | 40 | 10 | 6 | 6 | | | | |
| Marion | 1 | 2 | 2 | 2 | | | 1 | 1 | | | | | | | | | |
| Monroe | | | | | | 2 | 1 | 1 | 2 | 2 | | 1 | 1 | | | | |
| Nassau | | | 1 | | 1 | | 1 | 1 | 15 | 14 | 1 | | | | | | |
| Orange | 1 | 1 | 4 | 4 | | 2 | | | 12 | 12 | | 10 | 10 | | | | |
| Osceola | 1 | | 1 | 1 | | | 3 | | 11 | 10 | 1 | 4 | 4 | | | | |
| Palm Beach | 4 | 3 | 1 | | 1 | 5 | 3 | 1 | 14 | 12 | 2 | 22 | 22 | | | | |
| Pasco | 3 | | | | | | 3 | | 30 | 18 | 2 | 3 | 3 | | | | |
| Pinellas | 1 | 1 | 4 | 3 | 1 | 7 | | 5 | 24 | 15 | 9 | 38 | 38 | | | | |
| Polk | 9 | 3 | 1 | | 1 | 2 | 7 | | 45 | 36 | 9 | 24 | 24 | | | | |
| Putnam | | 2 | 5 | 4 | 1 | | 1 | 1 | 24 | 18 | 6 | 2 | 2 | | | | |
| St. Johns | | | 3 | 3 | | | | | | | | | | | | | |
| St. Lucie | | | 2 | 1 | 1 | | | 1 | 11 | 6 | 5 | 5 | 5 | | | | |
| Santa Rosa | | | 1 | 1 | | | | | 47 | | | 2 | 2 | | | | |
| Seminole | 1 | | | | | | | 1 | 11 | 7 | 4 | 4 | 4 | | | | |
| Sumter | 2 | | | | | | 1 | | 23 | 16 | 7 | 4 | 4 | | | | |
| Suwannee | 2 | | 3 | 3 | | 1 | 1 | | 29 | 22 | 7 | 5 | 5 | | | | |
| Taylor | 2 | | | | | | 1 | | 32 | 30 | 2 | 3 | 3 | | | | |
| Volusia | 4 | 2 | | | | | 2 | 1 | 56 | 38 | 18 | 6 | 6 | | | | |
| Wakulla | | | 2 | 1 | 1 | | | | 13 | 4 | 9 | 5 | 5 | | | | |
| Walton | | 1 | | | | | 1 | 2 | 2 | 2 | | 1 | 1 | | | | |
| Washington | | | | | | | | 1 | 23 | 15 | 8 | 3 | 3 | | | | |

* None held by negroes.

TABLE VIII.—Result of Uniform Examinations.

| 1913-1914. Counties. | Total Examinees. | Number and Grades of Certificates Issued. | | | | | | | | | | | | | |
|-------------------------|---------------------|---|--------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|
| | | Failed to Pass. | | To Whites. | | | | | | To Negroes. | | | | | |
| | | | | 1st Grade. | | 2nd Grade. | | 3rd Grade. | | 1st Grade. | | 2nd Grade. | | 3rd Grade. | |
| | | White. | Negro. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| The State | 3,260 | 612 | 564 | 119 | 202 | 134 | 478 | 170 | 538 | 5 | 3 | 18 | 88 | 44 | 285 |
| Alachua | 79 | 21 | 7 | 5 | 4 | 3 | 13 | 4 | 11 | 1 | | 1 | 5 | 1 | 3 |
| Baker | 12 | 7 | | | | 1 | 2 | 1 | | | | | | | |
| Bay | 46 | 14 | 4 | 2 | 2 | 1 | 4 | 6 | 12 | | | | | | 1 |
| Bradford | 66 | 20 | 7 | 2 | 3 | 6 | 8 | 6 | 12 | | | | | | |
| Brevard | 22 | 5 | 6 | | | 1 | 1 | 5 | 2 | | | | 1 | 1 | |
| Calhoun | 34 | 6 | 1 | 3 | 3 | 3 | 8 | 2 | 7 | | | | | | 1 |
| Citrus | 19 | 4 | | 1 | 4 | 1 | 4 | | 5 | | | | | | |
| Clay | 33 | 9 | | 2 | | 1 | 4 | | 14 | | 1 | | | | 2 |
| Columbia | 70 | 4 | 8 | 5 | 7 | 3 | 17 | 2 | 11 | | | 2 | | 4 | 7 |
| Dade | 82 | 6 | 9 | 5 | 11 | 2 | 21 | 2 | 11 | | | 2 | | 2 | 11 |
| DeSoto | 65 | 13 | | 6 | 12 | 6 | 14 | 3 | 10 | | | | | | |
| Duval | 247 | 55 | 55 | 2 | 7 | 2 | 14 | | 51 | | 1 | 1 | 10 | 3 | 46 |
| Escambia | 194 | 31 | 54 | | 13 | 3 | 28 | 2 | 27 | | | 1 | 3 | 3 | 30 |
| Franklin | 32 | | 7 | 1 | 3 | | 10 | | 3 | | | | 2 | | |
| Gadsden | 41 | 9 | 8 | | 3 | 1 | 4 | 1 | 3 | | | | 1 | 3 | 8 |
| Hamilton | 51 | 12 | 7 | 4 | 2 | 1 | 10 | | 11 | | | | 3 | 1 | |
| Hernando | 17 | 3 | | 1 | 5 | 1 | 5 | | 2 | | | | | | |
| Hillsborough | 127 | 16 | 17 | 4 | 6 | 5 | 22 | 3 | 29 | | | 1 | 5 | 1 | 18 |
| Holmes | 71 | 27 | 2 | 4 | 1 | 6 | 6 | 14 | 11 | | | | | | |
| Jackson | 169 | 22 | 72 | 5 | 9 | 1 | 23 | 4 | 24 | | | | | 1 | 8 |
| Jefferson | 86 | 9 | 39 | 3 | 3 | 1 | 3 | 2 | 3 | | | 3 | 1 | 5 | 14 |
| LaFayette | 24 | 17 | | | | | 1 | 2 | 4 | | | | | | |
| Lake | 29 | 5 | 1 | 2 | 3 | 3 | 6 | | 6 | | | | | 1 | 2 |
| Lee | 18 | | | 3 | 3 | 4 | 6 | | 2 | | | | | | |
| Leon | 122 | 25 | 38 | | 18 | | 15 | 11 | 2 | | | | | 2 | 11 |
| Levy | 32 | 4 | 8 | 1 | | 1 | 4 | 2 | 7 | | | | | 2 | 3 |
| Liberty | 10 | 4 | 1 | 1 | | 1 | 2 | | 1 | | | | | | |
| Madison | 257 | 74 | 6 | 13 | 17 | 20 | 44 | 20 | 63 | | | | | | |
| Manatee | 20 | 5 | | 2 | 2 | 1 | 2 | 1 | 7 | | | | 4 | 1 | |
| Marion | 63 | 8 | 18 | 1 | 3 | 2 | 4 | 1 | 7 | | | | 1 | 4 | 14 |
| Monroe | 25 | 3 | 1 | | 9 | | 6 | | 3 | | | 1 | 1 | 1 | |
| Nassau | 61 | 4 | 12 | 1 | 3 | 1 | 6 | 1 | 18 | | 1 | | 2 | | 12 |
| Orange | 62 | 7 | 16 | 2 | 3 | 2 | 7 | 1 | 10 | | | | 10 | | 4 |
| Osceola | 31 | 2 | 1 | 2 | 5 | 1 | 9 | 2 | 3 | | | 1 | 2 | 1 | 2 |
| Palm Beach | 25 | 1 | 3 | 4 | 3 | 1 | 8 | | 2 | | | | | 1 | 2 |
| Pasco | 107 | 25 | 6 | 4 | 4 | 8 | 20 | 11 | 26 | | | | | 2 | 1 |
| Pinellas | 57 | 16 | 6 | 2 | 1 | | 10 | 1 | 10 | 2 | | | 1 | | 8 |
| Polk | 117 | 17 | 14 | 6 | 9 | 8 | 35 | 2 | 8 | | | | 4 | | 14 |
| Putnam | 75 | 13 | 21 | 1 | 3 | 3 | 6 | 1 | 11 | 1 | | | 6 | | 9 |
| St. Johns | 37 | | 4 | 1 | 1 | 1 | 6 | | 6 | | | 1 | 7 | 1 | 9 |
| St. Lucie | 19 | 1 | 1 | 3 | 1 | | 5 | 5 | 2 | | | | | | 1 |
| Santa Rosa | 68 | 19 | 4 | | 1 | 7 | 8 | 13 | 10 | | | | 1 | 1 | 4 |
| Seminole | 71 | 2 | 38 | | 2 | 1 | 5 | 1 | 8 | | | | 3 | 1 | 10 |
| Sumter | 27 | 2 | 2 | 3 | 8 | | 6 | | 4 | | | | | | |
| Suwannee | 89 | 9 | 12 | 4 | | 7 | 6 | 9 | 9 | 1 | | 3 | 16 | 1 | 12 |
| Taylor | 26 | 6 | | 3 | 1 | 3 | | 7 | 6 | | | | | | |
| Volusia | 55 | 4 | 19 | 1 | 1 | 1 | 15 | 1 | 10 | | | | | | 3 |
| Wakulla | 19 | 3 | 5 | 1 | | 1 | 5 | | 4 | | | | | 1 | 2 |
| Walton | 51 | 26 | 3 | 1 | 1 | 3 | 1 | 8 | 5 | | | | | 1 | 2 |
| Washington | 100 | 17 | 21 | 1 | 2 | 4 | 9 | 13 | 23 | | | 1 | | 3 | 2 |

TABLE IX—Certain Facts Relative to Teachers Employed.

| 1913-1914. Counties. | Graduates of Normal Schools. | | | | Attendance at Summer Schools. | | | | Attendance at Teachers' Associations | | Subscribers to Education- al Journals. | |
|-------------------------|------------------------------------|---------|--------|---------|-------------------------------------|---------|--------|---------|--|--------|--|--------|
| | White. | | Negro. | | White. | | Negro. | | White. | Negro. | White. | Negro. |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| The State .. | 173 | 551 | 50 | 162 | 162 | 682 | 29 | 115 | 453 | 89 | 1,628 | 420 |
| Alachua .. | 2 | 7 | | | 5 | 12 | | | 73 | 1 | 118 | 29 |
| Baker .. | 2 | 1 | | | | | | | | 1 | | |
| Bay .. | 4 | 5 | | | | | | | | | 8 | 3 |
| Bradford .. | 1 | 2 | | | 15 | 25 | | | 6 | | 16 | |
| Brevard .. | 2 | | 2 | 6 | 4 | 12 | | | 8 | 4 | 30 | 8 |
| Calhoun .. | 1 | 1 | | | | | | | | | 12 | |
| Citrus .. | 3 | 1 | | | 2 | 5 | | | 9 | | 17 | |
| Clay .. | | | | | 2 | 12 | | | 5 | | 16 | |
| Columbia .. | 4 | 4 | | | 2 | 16 | | | 2 | 4 | 27 | 9 |
| Dade .. | 5 | 19 | 1 | 2 | 8 | 10 | | | 73 | 6 | 57 | 10 |
| DeSoto .. | 10 | 36 | 1 | | 11 | 27 | 1 | | 7 | 3 | 88 | 4 |
| Duval .. | 7 | 43 | 4 | 2 | 2 | 25 | 5 | | 16 | 6 | 147 | 35 |
| Escambia .. | 3 | 23 | 1 | 7 | | 80 | | | 1 | | 72 | 11 |
| Franklin .. | 1 | 2 | 2 | 1 | | | | | | | 7 | 2 |
| Gadsden .. | 4 | 7 | 1 | 2 | 2 | 9 | | | 7 | | 22 | 6 |
| Hamilton .. | 6 | 8 | | | 1 | 3 | | | | | 21 | 5 |
| Hernando .. | 2 | 10 | | | 3 | 6 | 1 | | 7 | | 30 | 9 |
| Hillsborough .. | 19 | 44 | 2 | 8 | 9 | 41 | | 6 | 10 | 18 | 123 | 22 |
| Holmes .. | 2 | | | | 5 | 3 | | | 1 | | 13 | |
| Jackson .. | 5 | 6 | 2 | 1 | 6 | 42 | | 3 | 3 | | 20 | 7 |
| Jefferson .. | | 1 | | | 1 | 1 | | | 1 | | 15 | |
| LaFayette .. | 2 | 2 | | | 4 | 8 | | | 2 | | 6 | |
| Lake .. | 2 | 3 | | | 3 | 10 | | | 4 | | 32 | |
| Lee .. | 1 | 3 | | | 2 | 4 | | | 11 | | 20 | |
| Leon .. | 2 | 1 | 1 | 9 | | 7 | 2 | 18 | 4 | 2 | 5 | 20 |
| Levy .. | 6 | 16 | 1 | 2 | 2 | 22 | 1 | 3 | 4 | | 27 | 6 |
| Liberty .. | | | | | 2 | 1 | | | 1 | | 12 | 1 |
| Madison .. | 4 | 8 | 5 | 7 | 4 | 13 | | | 9 | 2 | 62 | 28 |
| Manatee .. | 2 | 4 | | | 1 | 3 | | | 7 | | 47 | |
| Marion .. | 10 | 27 | 7 | 48 | 1 | 20 | 10 | 26 | 9 | 21 | 36 | 46 |
| Monroe .. | 1 | 1 | 1 | | | 8 | | 3 | 35 | | 2 | |
| Nassau .. | 3 | 6 | 1 | 2 | 2 | 28 | | 3 | 3 | 2 | 23 | 10 |
| Orange .. | 3 | 15 | 1 | 6 | 2 | 6 | | | 2 | | 24 | 3 |
| Osceola .. | 4 | 19 | | 3 | | 1 | 1 | 1 | 10 | 2 | 14 | 6 |
| Palm Beach .. | 1 | 9 | 1 | 3 | 6 | 2 | | | 34 | 1 | 16 | 8 |
| Pasco .. | | | | | | | | | 10 | | | |
| Pinellas .. | 3 | 60 | | | 4 | 47 | | | 22 | | 45 | 7 |
| Polk .. | 10 | 34 | 1 | 7 | 7 | 30 | | 5 | 14 | | 74 | 17 |
| Putnam .. | 4 | 7 | 2 | 25 | 3 | 12 | 1 | 7 | 1 | 5 | 18 | 15 |
| St. Johns .. | | | | | | 5 | 1 | 2 | 1 | 1 | 14 | 15 |
| St. Lucie .. | 5 | 6 | 3 | 2 | 1 | 6 | | | 5 | | 6 | 28 |
| Santa Rosa .. | 2 | 2 | | | 15 | 26 | | | 1 | | 39 | 4 |
| Seminole .. | | 5 | | | | | | | 1 | 1 | | |
| Sumter .. | 6 | 11 | | | 2 | 5 | | | | | 39 | 5 |
| Suwannee .. | 8 | 12 | 5 | 9 | | 1 | | | 9 | | 12 | 4 |
| Taylor .. | | 1 | | | 4 | 5 | | | 4 | | 21 | |
| Volusia .. | 2 | 60 | 2 | 10 | 7 | 50 | 2 | 15 | 20 | 9 | 97 | 14 |
| Wakulla .. | 2 | 5 | 1 | 2 | 4 | 7 | 1 | 2 | | | 24 | 11 |
| Walton .. | 3 | 11 | | | 1 | 3 | | | 2 | | 40 | 4 |
| Washington .. | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | | | 14 | 8 |

TABLE X—(a) Age and Experience of Teachers: (b) Percentage of Males.

| 1913-1914. Counties. | Average Age. | | | | | Average Experience in Months. | | | | | Percentage of Males. | | |
|-------------------------|-----------------|--------|---------|--------|---------|----------------------------------|--------|---------|--------|---------|-------------------------|--------|--------|
| | All Teachers | White. | | Negro. | | All Teachers | White. | | Negro. | | Both Races. | White. | Negro. |
| | | Male. | Female. | Male. | Female. | | Male. | Female. | Male. | Female. | | | |
| The State.. | 27 | 30 | 25 | 36 | 25 | 47 | 55 | 35 | 97 | 43 | 22 | 22 | 22 |
| Alachua ... | 28 | 28 | 27 | 33 | 30 | 50 | 50 | 42 | 95 | 73 | 21 | 20 | 24 |
| Baker | 23 | 29 | 22 | 34 | 22 | 28 | 35 | 22 | 59 | 20 | 38 | 37 | 40 |
| Bay | 27 | 31 | 27 | 33 | 20 | 30 | 56 | 19 | 39 | 29 | 25 | 30 | 12 |
| Bradford .. | 22 | 24 | 21 | 32 | 26 | 23 | 27 | 18 | 86 | 31 | 24 | 25 | 17 |
| Brevard ... | 27 | 33 | 24 | 44 | 25 | 39 | 47 | 29 | 191 | 42 | 27 | 27 | 29 |
| Calhoun ... | 27 | 33 | 22 | 49 | 22 | 61 | 24 | 20 | 197 | 15 | 32 | 30 | 43 |
| Citrus | 25 | 29 | 23 | 43 | 22 | 41 | 70 | 32 | 149 | 33 | 21 | 20 | 25 |
| Clay | 29 | 25 | 23 | 36 | 36 | 46 | 31 | 33 | 92 | 76 | 23 | 23 | 23 |
| Columbia ... | 28 | 28 | 25 | 33 | 25 | 48 | 60 | 36 | 57 | 40 | 23 | 22 | 27 |
| Dade | 26 | 24 | 22 | 41 | 33 | 34 | 16 | 36 | 52 | 33 | 17 | 17 | 18 |
| DeSoto | 29 | 36 | 26 | 39 | 26 | 56 | 86 | 41 | 117 | 25 | 34 | 34 | 29 |
| Duval | 31 | 36 | 33 | 35 | 26 | 74 | 102 | 76 | 79 | 66 | 8 | 5 | 14 |
| Escambia .. | 30 | 32 | 30 | 40 | 27 | 59 | 147 | 74 | 132 | 45 | 11 | 9 | 16 |
| Franklin ... | 26 | 36 | 23 | 44 | 28 | 53 | 112 | 27 | 24 | 50 | 12 | 6 | 25 |
| Gadsden ... | 32 | 28 | 24 | 42 | 28 | 52 | 84 | 32 | 24 | 8 | 18 | 15 | 23 |
| Hamilton ... | 25 | 29 | 24 | 34 | 26 | 37 | 62 | 29 | 75 | 31 | 22 | 21 | 25 |
| Hernando ... | 25 | 25 | 24 | 49 | 27 | 44 | 29 | 32 | 186 | 42 | 19 | 17 | 27 |
| Hillsboro ... | 33 | 36 | 28 | 35 | 30 | 71 | 83 | 59 | 113 | 59 | 15 | 16 | 8 |
| Holmes | 29 | 29 | 28 | 34 | 26 | 32 | 30 | 34 | 56 | 13 | 46 | 48 | 25 |
| Jackson ... | 27 | 29 | 25 | 35 | 25 | 46 | 48 | 36 | 108 | 30 | 35 | 36 | 33 |
| Jefferson ... | 26 | 23 | 27 | 43 | 21 | 40 | 11 | 75 | 35 | 11 | 25 | 24 | 50 |
| LaFayette ... | 20 | 26 | 20 | 26 | 20 | 30 | 46 | 20 | 46 | 20 | 36 | 36 | 33 |
| Lake | 33 | 30 | 27 | 41 | 29 | 80 | 58 | 39 | 137 | 85 | 20 | 16 | 35 |
| Lee | 27 | 33 | 24 | 25 | 26 | 42 | 67 | 33 | 30 | 38 | 26 | 25 | 50 |
| Leon | 31 | 36 | 27 | 48 | 33 | 84 | 92 | 34 | 165 | 52 | 13 | 15 | 11 |
| Levy | 25 | 25 | 22 | 32 | 27 | 38 | 35 | 23 | 119 | 42 | 30 | 27 | 43 |
| Liberty | 25 | 28 | 23 | 35 | 27 | 44 | 37 | 33 | 123 | 49 | 33 | 31 | 43 |
| Madison ... | 26 | 25 | 24 | 33 | 27 | 45 | 41 | 33 | 95 | 54 | 30 | 29 | 32 |
| Manatee ... | 28 | 31 | 24 | 32 | 27 | 36 | 53 | 33 | 30 | 12 | 21 | 21 | 18 |
| Marion | 28 | 30 | 25 | 38 | 28 | 51 | 55 | 39 | 124 | 55 | 20 | 22 | 16 |
| Monroe ... | 30 | 40 | 25 | 25 | 29 | 48 | 102 | 37 | 16 | 66 | 9 | 8 | 11 |
| Nassau ... | 27 | 28 | 25 | 45 | 29 | 37 | 47 | 20 | 179 | 40 | 19 | 19 | 18 |
| Orange | 28 | 28 | 28 | 29 | 27 | 49 | 60 | 47 | 47 | 52 | 11 | 12 | 9 |
| Osceola ... | 33 | 42 | 27 | 34 | 29 | 52 | 78 | 35 | 54 | 39 | 15 | 14 | 29 |
| Palm B'ch .. | 29 | 30 | 29 | 39 | 26 | 61 | 86 | 62 | 119 | 38 | 15 | 13 | 13 |
| Pasco | 28 | 31 | 25 | 40 | 34 | 35 | 47 | 24 | 114 | 72 | 27 | 26 | 40 |
| Pinellas ... | 32 | 33 | 27 | 33 | 33 | 48 | 63 | 46 | 96 | 39 | 13 | 12 | 19 |
| Polk | 27 | 26 | 25 | 34 | 28 | 50 | 47 | 37 | 83 | 68 | 17 | 17 | 18 |
| Putnam ... | 28 | 33 | 26 | 40 | 28 | 42 | 47 | 35 | 124 | 49 | 16 | 20 | 7 |
| St. Johns ... | 36 | 39 | 27 | 37 | 34 | 87 | 67 | 51 | 136 | 99 | 17 | 18 | 14 |
| St. Lucie .. | 30 | 29 | 29 | 41 | 25 | 53 | 48 | 49 | 132 | 32 | 24 | 21 | 43 |
| Santa Rosa ... | 24 | 24 | 23 | 28 | 30 | 32 | 35 | 26 | 66 | 47 | 44 | 39 | 83 |
| Seminole ... | 30 | 31 | 28 | 33 | 28 | 59 | 60 | 56 | 80 | 39 | 6 | 6 | 67 |
| Sumter | 26 | 29 | 19 | 29 | 27 | 48 | 50 | 28 | 65 | 50 | 25 | 25 | 25 |
| Suwannee ... | 26 | 25 | 23 | 32 | 24 | 42 | 28 | 29 | 77 | 34 | 30 | 33 | 19 |
| Taylor | 24 | 24 | 23 | 41 | 20 | 33 | 30 | 27 | 164 | 20 | 49 | 48 | 67 |
| Volusia ... | 28 | 30 | 26 | 37 | 28 | 50 | 56 | 45 | 105 | 55 | 13 | 11 | 19 |
| Wakulla ... | 27 | 30 | 23 | 40 | 29 | 45 | 37 | 26 | 158 | 50 | 29 | 29 | 27 |
| Walton ... | 25 | 24 | 23 | 36 | 22 | 29 | 31 | 25 | 146 | 26 | 33 | 35 | 21 |
| Washingt'n | 26 | 27 | 24 | 31 | 22 | 42 | 23 | 31 | 75 | 41 | 28 | 34 | 14 |

TABLE XI.—Aggregate Days Teachers Taught.

| 1913-1914. Counties. | Both Races. | Whites. | | Negroes. | |
|-------------------------|----------------|---------|---------|----------|---------|
| | | Male. | Female. | Male. | Female. |
| The State | 614,475 | 101,559 | 394,085 | 25,936 | 92,895 |
| Alachua | 24,075 | 3,343 | 15,531 | 1,615 | 3,586 |
| Baker | 4,345 | 1,650 | 2,415 | 100 | 180 |
| Bay | 7,794 | 1,455 | 5,289 | 130 | 920 |
| Bradford | 11,258 | 2,418 | 7,520 | 200 | 1,120 |
| Brevard | 7,818 | 1,639 | 5,180 | 300 | 699 |
| Calhoun | 5,487 | 1,541 | 3,286 | 360 | 300 |
| Citrus | 5,140 | 960 | 3,780 | 80 | 320 |
| Clay | 6,153 | 1,008 | 3,980 | 340 | 825 |
| Columbia | 11,167 | 1,862 | 6,475 | 880 | 1,950 |
| Dade | 18,727 | 2,925 | 14,245 | 380 | 1,177 |
| DeSoto | 17,295 | 5,702 | 10,893 | 200 | 500 |
| Duval | 50,541 | 2,135 | 35,784 | 1,752 | 10,870 |
| Escambia | 25,202 | 1,581 | 17,827 | 920 | 4,874 |
| Franklin | 3,337 | 160 | 2,377 | 200 | 600 |
| Gadsden | 10,584 | 1,289 | 6,070 | 660 | 2,565 |
| Hamilton | 6,667 | 1,226 | 4,641 | 220 | 580 |
| Hernando | 5,137 | 700 | 3,467 | 320 | 650 |
| Hillsboro | 38,073 | 5,115 | 28,618 | 310 | 4,030 |
| Holmes | 9,075 | 3,517 | 5,238 | 80 | 240 |
| Jackson | 21,470 | 5,475 | 9,382 | 2,569 | 4,044 |
| Jackson | 9,242 | 1,440 | 4,442 | 1,640 | 1,720 |
| Jefferson | 6,225 | 2,165 | 3,480 | 240 | 340 |
| LaFayette | 9,791 | 1,600 | 6,172 | 660 | 1,359 |
| Lake | 7,415 | 1,733 | 5,442 | 120 | 120 |
| Lee | 12,265 | 1,000 | 6,236 | 800 | 4,229 |
| Leon | 10,120 | 1,940 | 5,780 | 1,260 | 1,140 |
| Levy | 3,896 | 1,066 | 2,270 | 240 | 320 |
| Liberty | 9,551 | 2,590 | 5,044 | 703 | 1,214 |
| Madison | 14,595 | 2,678 | 10,939 | 208 | 770 |
| Manatee | 23,312 | 2,867 | 10,636 | 1,617 | 8,192 |
| Marion | 6,767 | 420 | 4,907 | 160 | 1,280 |
| Monroe | 9,109 | 1,180 | 4,920 | 489 | 2,520 |
| Nassau | 14,070 | 1,320 | 9,545 | 310 | 2,895 |
| Orange | 7,868 | 860 | 6,128 | 240 | 640 |
| Osceola | 10,240 | 1,200 | 6,970 | 260 | 1,810 |
| Palm Beach | 8,671 | 1,918 | 6,093 | 240 | 420 |
| Pasco | 15,397 | 1,805 | 11,523 | 380 | 1,689 |
| Pinellas | 27,959 | 4,200 | 20,423 | 565 | 2,771 |
| Polk | 11,491 | 1,460 | 6,060 | 275 | 3,696 |
| Putnam | 11,883 | 1,580 | 7,539 | 320 | 2,444 |
| St. Johns | 6,634 | 1,190 | 4,551 | 403 | 490 |
| St. Lucie | 13,065 | 4,693 | 7,372 | 160 | 840 |
| Santa Rosa | 8,390 | 320 | 5,420 | 160 | 2,490 |
| Seminole | 6,799 | 1,565 | 4,150 | 300 | 784 |
| Sumter | 12,100 | 2,434 | 6,813 | 445 | 2,408 |
| Suwannee | 5,535 | 2,167 | 3,128 | 160 | 80 |
| Taylor | 17,788 | 1,534 | 13,025 | 780 | 2,449 |
| Volusia | 4,280 | 940 | 2,100 | 400 | 840 |
| Wakulla | 11,314 | 3,638 | 6,582 | 280 | 814 |
| Walton | 9,358 | 2,355 | 4,397 | 505 | 2,101 |
| Washington | | | | | |

TABLE XII.—Aggregate Salaries Paid Teachers.

| 1913-1914. Counties. | Total. | To Whites. | | To Negroes. | |
|-------------------------|----------------|--------------|----------------|-------------|--------------|
| | | Male. | Female. | Male. | Female. |
| The State | \$1,644,481.15 | \$388,149.12 | \$1,064,343.85 | \$50,463.62 | \$141,524.56 |
| Alachua | 61,602.80 | 12,966.40 | 41,553.40 | 2,431.25 | 4,651.75 |
| Baker | 10,234.50 | 4,652.25 | 5,212.25 | 170.00 | 200.00 |
| Bay | 13,542.25 | 4,511.00 | 7,841.25 | 150.00 | 1,040.00 |
| Bradford | 27,582.35 | 8,257.60 | 17,489.75 | 420.00 | 1,415.00 |
| Brevard | 22,044.75 | 5,945.75 | 14,290.50 | 675.00 | 1,133.50 |
| Calhoun | 10,827.35 | 3,912.85 | 6,254.50 | 360.00 | 300.00 |
| Citrus | 13,785.00 | 4,485.00 | 8,900.00 | 80.00 | 320.00 |
| Clay | 14,132.25 | 3,078.00 | 9,076.75 | 670.00 | 1,207.50 |
| Columbia | 25,661.50 | 6,398.25 | 15,620.75 | 1,290.00 | 2,352.50 |
| Dade | 64,248.50 | 14,817.50 | 45,458.50 | 1,075.00 | 2,897.50 |
| DeSoto | 52,686.25 | 22,012.75 | 29,523.50 | 475.00 | 675.00 |
| Duval | 144,371.34 | 16,070.84 | 106,074.50 | 4,717.25 | 17,508.75 |
| Escambia | 66,839.87 | 6,652.50 | 47,545.57 | 2,445.00 | 10,196.80 |
| Franklin | 8,455.50 | 1,000.00 | 6,155.50 | 500.00 | 800.00 |
| Gadsden | 25,215.00 | 5,901.25 | 15,726.20 | 880.30 | 2,707.25 |
| Hamilton | 15,416.50 | 4,448.00 | 10,048.50 | 320.00 | 600.00 |
| Hernando | 13,961.25 | 3,240.00 | 9,155.25 | 660.00 | 906.00 |
| Hillsborough .. | 124,057.00 | 26,393.75 | 89,088.25 | 730.00 | 7,845.00 |
| Holmes | 19,268.25 | 9,334.00 | 9,586.25 | 84.00 | 264.00 |
| Jackson | 44,860.05 | 15,969.00 | 20,789.00 | 3,378.70 | 4,723.35 |
| Jefferson | 21,245.50 | 6,170.00 | 11,738.50 | 1,750.00 | 1,587.00 |
| LaFayette | 16,837.50 | 7,093.80 | 8,678.70 | 480.00 | 585.00 |
| Lake | 30,332.63 | 7,087.50 | 19,996.75 | 1,135.00 | 2,113.38 |
| Lee | 23,188.00 | 6,734.00 | 16,034.00 | 240.00 | 180.00 |
| Leon | 25,294.00 | 4,360.00 | 13,610.50 | 1,720.00 | 5,603.50 |
| Levy | 24,658.25 | 6,590.00 | 14,407.50 | 2,058.87 | 1,601.88 |
| Liberty | 8,406.28 | 3,112.00 | 4,534.28 | 340.00 | 420.00 |
| Madison | 20,514.25 | 7,366.25 | 10,849.00 | 906.25 | 1,392.75 |
| Manatee | 42,482.00 | 11,082.50 | 29,721.00 | 416.00 | 1,262.50 |
| Marion | 54,759.75 | 10,903.75 | 28,747.50 | 3,684.25 | 11,424.25 |
| Monroe | 17,910.50 | 2,500.00 | 12,290.50 | 680.00 | 2,440.00 |
| Nassau | 20,608.00 | 4,375.00 | 11,030.00 | 1,553.00 | 3,650.00 |
| Orange | 39,727.50 | 6,200.00 | 27,915.00 | 725.00 | 4,887.50 |
| Osceola | 23,057.50 | 4,025.00 | 17,462.50 | 480.00 | 1,090.00 |
| Palm Beach .. | 37,041.50 | 7,140.00 | 25,629.00 | 825.00 | 3,447.50 |
| Pasco | 24,336.70 | 7,433.75 | 15,997.95 | 380.00 | 525.00 |
| Pinellas | 55,204.50 | 11,006.25 | 40,321.00 | 1,085.00 | 2,792.25 |
| Polk | 85,158.00 | 19,765.50 | 58,068.00 | 1,492.50 | 5,832.00 |
| Putnam | 27,557.00 | 5,175.00 | 16,106.75 | 830.00 | 5,445.25 |
| St. Johns | 26,856.25 | 5,245.00 | 17,054.25 | 960.00 | 3,597.00 |
| St. Lucie | 18,489.63 | 4,417.38 | 12,297.25 | 952.50 | 822.50 |
| Santa Rosa ... | 30,629.00 | 12,509.00 | 16,685.00 | 280.00 | 1,155.00 |
| Seminole | 23,750.00 | 2,480.00 | 16,316.25 | 720.00 | 4,233.75 |
| Sumter | 19,939.75 | 6,827.50 | 11,233.75 | 656.25 | 1,222.25 |
| Suwannee | 25,175.75 | 6,454.50 | 15,027.50 | 722.50 | 2,971.25 |
| Taylor | 16,067.75 | 6,539.75 | 9,088.00 | 300.00 | 140.00 |
| Volusia | 52,719.15 | 7,600.00 | 39,102.50 | 1,820.00 | 4,196.65 |
| Wakulla | 7,588.50 | 2,093.50 | 4,045.00 | 560.00 | 890.00 |
| Walton | 27,105.00 | 10,723.00 | 15,208.00 | 360.00 | 814.00 |
| Washington .. | 19,048.75 | 5,092.50 | 9,757.75 | 840.00 | 3,358.50 |

TABLE XIII.—Average Monthly Salaries Paid Teachers.

| 1913-1914. Counties. | All. | Whites. | | Negroes. | |
|-------------------------|----------|----------|----------|----------|----------|
| | | Male. | Female. | Male. | Female. |
| The State | \$ 53.52 | \$ 76.44 | \$ 54.02 | \$ 38.91 | \$ 30.47 |
| Alachua | 51.18 | 77.57 | 53.51 | 30.11 | 25.94 |
| Baker | 47.11 | 55.18 | 43.16 | 34.00 | 22.22 |
| Bay | 34.75 | 62.01 | 29.65 | 23.08 | 22.61 |
| Bradford | 49.00 | 68.30 | 46.52 | 42.00 | 25.27 |
| Brevard | 56.40 | 72.64 | 54.79 | 45.00 | 32.91 |
| Calhoun | 35.82 | 54.31 | 37.46 | 20.00 | 20.00 |
| Citrus | 53.64 | 93.44 | 47.09 | 20.00 | 20.00 |
| Clay | 45.94 | 61.07 | 45.61 | 39.41 | 31.70 |
| Columbia | 45.96 | 68.72 | 49.01 | 29.32 | 24.13 |
| Dade | 68.62 | 78.71 | 63.96 | 56.58 | 49.24 |
| DeSoto | 60.92 | 77.21 | 54.21 | 47.50 | 27.00 |
| Duval | 57.13 | 150.55 | 59.29 | 53.85 | 32.22 |
| Escambia | 53.04 | 82.89 | 53.34 | 53.15 | 41.84 |
| Franklin | 56.61 | 125.00 | 51.88 | 50.00 | 26.66 |
| Gadsden | 47.65 | 90.01 | 52.05 | 26.68 | 21.11 |
| Hamilton | 43.25 | 72.56 | 43.29 | 29.09 | 20.69 |
| Hernando | 55.31 | 92.57 | 52.22 | 41.25 | 27.79 |
| Hillsboro | 65.17 | 103.20 | 62.26 | 47.10 | 38.93 |
| Holmes | 43.26 | 59.33 | 37.02 | 21.00 | 22.00 |
| Jackson | 44.52 | 58.33 | 48.45 | 26.30 | 23.36 |
| Jefferson | 45.98 | 85.70 | 52.85 | 21.34 | 18.45 |
| LaFayette | 54.01 | 65.47 | 49.76 | 40.00 | 34.41 |
| Lake | 63.59 | 88.59 | 64.59 | 34.39 | 31.10 |
| Lee | 65.25 | 77.71 | 58.93 | 40.00 | 30.00 |
| Leon | 41.21 | 87.20 | 43.65 | 43.00 | 26.50 |
| Levy | 48.73 | 67.94 | 52.58 | 32.68 | 28.10 |
| Liberty | 43.15 | 58.39 | 39.95 | 28.33 | 26.25 |
| Madison | 42.96 | 59.18 | 43.02 | 25.78 | 22.94 |
| Manatee | 58.21 | 82.77 | 54.34 | 40.00 | 32.79 |
| Marion | 46.98 | 76.06 | 54.06 | 45.57 | 27.89 |
| Monroe | 52.86 | 119.05 | 50.09 | 85.00 | 38.12 |
| Nassau | 45.47 | 81.02 | 44.84 | 63.44 | 29.04 |
| Orange | 56.47 | 93.94 | 58.49 | 46.77 | 33.77 |
| Osceola | 58.61 | 93.60 | 56.99 | 40.00 | 34.06 |
| Palm Beach | 73.73 | 119.00 | 74.74 | 63.46 | 38.09 |
| Pasco | 56.13 | 77.52 | 52.51 | 31.67 | 25.00 |
| Pinellas | 71.71 | 121.95 | 69.98 | 57.11 | 33.06 |
| Polk | 60.85 | 94.12 | 56.93 | 52.48 | 42.02 |
| Putnam | 47.96 | 70.89 | 53.16 | 60.36 | 29.47 |
| St. Johns | 45.20 | 66.39 | 45.58 | 60.00 | 29.53 |
| St. Lucie | 55.74 | 74.24 | 54.04 | 47.27 | 33.57 |
| Santa Rosa | 48.72 | 52.85 | 45.54 | 35.00 | 27.50 |
| Seminole | 53.31 | 155.00 | 60.21 | 90.00 | 34.00 |
| Sumter | 58.65 | 87.25 | 54.14 | 43.75 | 31.18 |
| Suwannee | 41.61 | 53.04 | 44.11 | 32.47 | 24.68 |
| Taylor | 58.19 | 60.36 | 58.11 | 37.50 | 35.00 |
| Volusia | 59.27 | 99.09 | 60.04 | 46.67 | 34.27 |
| Wakulla | 35.46 | 44.54 | 38.52 | 28.00 | 21.19 |
| Walton | 47.91 | 58.95 | 46.03 | 25.71 | 20.00 |
| Washington | 40.71 | 43.25 | 44.38 | 33.27 | 31.97 |

TABLE XIV.—Highest and Lowest Monthly Salaries Paid Teachers.

| 1913-1914. Counties. | Highest. | | | | Lowest. | | | |
|-------------------------|----------|--------|--------|--------|---------|--------|--------|--------|
| | White. | | Negro. | | White. | | Negro. | |
| | Male. | Female | Male. | Female | Male. | Female | Male. | Female |
| | \$300 | \$150 | \$100 | \$ 50 | \$ 10 | \$ 20 | \$ 15 | \$ 10 |
| The State | 175 | 85 | 55 | 35 | 40 | 40 | 20 | 20 |
| Alachua | 90 | 100 | 40 | 25 | 30 | 30 | 25 | 20 |
| Baker | 100 | 60 | 30 | 25 | 10 | 25 | 20 | 10 |
| Bay | 140 | 75 | 45 | 30 | 35 | 20 | 40 | 25 |
| Bradford | 135 | 70 | 50 | 35 | 40 | 40 | 35 | 30 |
| Brevard | 100 | 65 | 20 | 20 | 28 | 25 | 20 | 20 |
| Calhoun | 125 | 85 | 20 | 20 | 45 | 30 | 20 | 20 |
| Citrus | 125 | 60 | 60 | 40 | 40 | 35 | 25 | 30 |
| Clay | 175 | 80 | 50 | 35 | 30 | 35 | 20 | 20 |
| Columbia | 222 | 100 | 50 | 50 | 50 | 40 | 40 | 40 |
| Dade | 187½ | 75 | 50 | 35 | 35 | 35 | 45 | 20 |
| DeSoto | 300 | 133½ | 90 | 50 | 100 | 20 | 30 | 30 |
| Duval | 175 | 125 | 85 | 50 | 45 | 40 | 35 | 35 |
| Escambia | 125 | 135 | 60 | 30 | 125 | 30 | 40 | 25 |
| Franklin | 200 | 90 | 40 | 25 | 40 | 40 | 20 | 20 |
| Gadsden | 150 | 65 | 40 | 25 | 40 | 40 | 15 | 15 |
| Hamilton | 150 | 70 | 50 | 30 | 55 | 40 | 30 | 25 |
| Hernando | 262½ | 125 | 50 | 50 | 40 | 30 | 35 | 30 |
| Hillsborough | 100 | 90 | 21 | 25 | 40 | 40 | 21 | 20 |
| Holmes | 150 | 75 | 40 | 27 | 30 | 30 | 22 | 17 |
| Jackson | 150 | 90 | 35 | 20 | 40 | 40 | 15 | 15 |
| Jefferson | 125 | 65 | 40 | 35 | 40 | 40 | 40 | 40 |
| LaFayette | 125 | 70 | 50 | 35 | 50 | 35 | 25 | 25 |
| Lake | 175 | 80 | 40 | 30 | 50 | 30 | 40 | 30 |
| Lee | 187½ | 75 | 70 | 35 | 35 | 30 | 25 | 20 |
| Leon | 100 | 90 | 40 | 31 | 40 | 35 | 25 | 25 |
| Levy | 85 | 53 | 30 | 30 | 35 | 30 | 25 | 25 |
| Liberty | 125 | 75 | 45 | 35 | 35 | 35 | 20 | 15 |
| Madison | 175 | 100 | 40 | 30 | 50 | 45 | 40 | 30 |
| Manatee | 225 | 100 | 85 | 42½ | 40 | 40 | 35 | 25 |
| Marion | 160 | 90 | 85 | 50 | 90 | 40 | 85 | 30 |
| Monroe | 150 | 60 | 100 | 40 | 35 | 35 | 40 | 20 |
| Nassau | 225 | 90 | 70 | 40 | 50 | 40 | 30 | 30 |
| Orange | 200 | 85 | 45 | 35 | 40 | 40 | 35 | 30 |
| Osceola | 250 | 100 | 75 | 40 | 60 | 60 | 50 | 30 |
| Palm Beach | 150 | 80 | 35 | 25 | 40 | 40 | 25 | 25 |
| Pasco | 275 | 150 | 60 | 37½ | 70 | 40 | 50 | 35 |
| Pinellas | 220 | 90 | 70 | 50 | 45 | 40 | 35 | 35 |
| Polk | 175 | 90 | 75 | 40 | 40 | 40 | 25 | 25 |
| Putnam | 150 | 100 | 85 | 45 | 40 | 40 | 35 | 20 |
| St. Johns | 125 | 90 | 50 | 35 | 45 | 40 | 35 | 25 |
| St. Lucie | 125 | 77½ | 40 | 30 | 40 | 40 | 30 | 25 |
| Santa Rosa | 225 | 110 | 90 | 40 | 85 | 40 | 90 | 30 |
| Seminole | 125 | 60 | 40 | 30 | 45 | 22½ | 35 | 25 |
| Sumter | 160 | 100 | 50 | 30 | 35 | 35 | 20 | 20 |
| Suwannee | 125 | 80 | 40 | 35 | 35 | 35 | 35 | 35 |
| Taylor | 150 | 100 | 65 | 35 | 50 | 40 | 35 | 30 |
| Volusia | 57½ | 65 | 31 | 25 | 30 | 30 | 25 | 20 |
| Wakulla | 150 | 76 | 35 | 25 | 30 | 30 | 20 | 20 |
| Walton | 162½ | 80 | 40 | 40 | 30 | 27½ | 30 | 25 |
| Washington | | | | | | | | |

TABLE XV—State School Taxation in 1913.
PART I.—One Mill Tax.

| 1913-1914. Counties. | Property Assess- ment. | One Mill Tax. | | | |
|-------------------------|------------------------------|---------------|--------------|---------------------|-----------------------|
| | | Assessed. | Collected. | Apportion- ment. | Per Cent Returned. |
| The State | \$233,225,309 | \$233,221.71 | \$192,107.09 | \$195,739.50 | 1.02 |
| Alachua | 7,180,322 | 7,180.32 | 4,950.91 | 8,908.35 | 1.80 |
| Baker | 1,519,183 | 1,519.18 | 1,469.07 | 1,524.60 | 1.04 |
| Bay | 2,445,727 | 2,445.73 | 139.49 | 2,196.15 | ** |
| Bradford | 2,852,765 | 2,854.14 | 2,566.68 | 3,554.10 | 1.38 |
| Brevard | 3,420,552 | 3,420.55 | 3,355.87 | 1,539.45 | .45 |
| Calhoun | 2,062,651 | 2,062.65 | 1,733.86 | 2,019.60 | 1.17 |
| Citrus | 1,919,094 | 1,919.00 | 1,770.37 | 1,452.00 | .82 |
| Clay | 2,027,242 | 2,027.24 | 1,879.49 | 1,425.60 | .76 |
| Columbia | 3,022,842 | 3,022.84 | 2,772.07 | 4,918.65 | 1.77 |
| Dade | 7,760,771 | 7,760.07 | 4,898.32 | 4,080.45 | .81 |
| DeSoto | 6,414,846 | 6,414.85 | 4,515.33 | 5,068.80 | 1.12 |
| Duval | 28,231,470 | 28,231.47 | 26,995.21 | 14,038.20 | .52 |
| Escambia | 12,916,527 | 12,916.52 | 9,579.95 | 8,258.25 | .86 |
| Franklin | 1,377,914 | 1,377.91 | 1,001.86 | 1,026.30 | 1.25 |
| Gadsden | 2,176,453 | 2,176.45 | 1,553.04 | 5,280.00 | 2.33 |
| Hamilton | 1,969,274 | 1,969.27 | 1,502.27 | 3,184.50 | 2.09 |
| Hernando | 1,560,710 | 1,560.71 | 1,437.16 | 1,295.25 | .90 |
| Hillsborough | 17,918,216 | 17,918.22 | 10,896.74 | 12,511.95 | 1.15 |
| Holmes | 1,666,074 | 1,667.62 | 1,383.94 | 2,984.85 | 2.16 |
| Jackson | 3,938,335 | 3,938.33 | 3,102.00 | 8,896.80 | 2.87 |
| Jefferson | 2,374,796 | 2,374.96 | 2,746.80 | 5,032.50 | 1.83 |
| LaFayette | 2,622,930 | 2,622.93 | 2,586.22 | 1,686.30 | .65 |
| Lake | 3,547,986 | 3,547.98 | 3,400.95 | 2,412.30 | .79 |
| Lee | 3,375,331 | 3,375.33 | 3,256.18 | 1,927.20 | .59 |
| Leon | 3,600,000 | 3,600.00 | 3,674.39 | 9,131.10 | 2.82 |
| Levy | 2,971,574 | 2,971.57 | 2,919.75 | 2,397.45 | .82 |
| Liberty | 1,694,285 | 1,694.28 | 952.94 | 971.85 | 1.02 |
| Madison | 2,877,977 | 2,877.97 | 1,546.00 | 5,910.30 | 3.17 |
| Manatee | 5,000,340 | 5,000.34 | 3,262.07 | 3,169.65 | .97 |
| Marion | 5,754,678 | 5,754.68 | 5,183.27 | 7,966.20 | 1.54 |
| Monroe | 3,044,000 | 3,044.00 | 2,816.80 | 2,016.30 | .72 |
| Nassau | 3,091,561 | 3,091.56 | 2,994.89 | 2,821.50 | .94 |
| Orange | 5,154,712 | 5,154.71 | 4,989.80 | 3,253.80 | .64 |
| Osceola | 4,260,202 | 4,260.20 | 3,612.19 | 1,915.65 | .53 |
| Palm Beach | 8,136,312 | 8,136.31 | 5,418.55 | 2,001.45 | .37 |
| Pasco | 2,463,140 | 2,463.14 | 2,318.51 | 2,008.05 | .87 |
| Pinellas | 7,712,383 | 7,713.90 | 6,626.78 | 4,179.45 | .63 |
| Polk | 13,429,000 | 13,429.00 | 8,690.00 | 7,187.40 | .83 |
| Putnam | 3,281,735 | 3,281.75 | 3,205.05 | 3,408.90 | 1.06 |
| St. Johns | 4,379,439 | 4,379.43 | 4,294.39 | 2,628.45 | .60 |
| S. Lucie | 4,124,750 | 4,124.75 | 4,053.39 | 1,433.85 | .34 |
| Santa Rosa | 4,509,142 | 4,509.14 | 4,008.59 | 3,971.55 | .99 |
| Seminole | 2,476,557 | 2,476.56 | 2,379.25 | 2,222.55 | .77 |
| Sumter | 2,082,601 | 2,082.60 | 2,264.34 | 2,222.55 | .99 |
| Suwannee | 3,014,032 | 3,014.04 | 3,016.01 | 5,359.20 | .45 |
| Taylor | 2,767,726 | 2,767.72 | 1,951.46 | 1,395.90 | .72 |
| Volusia | 7,025,826 | 7,025.82 | 8,992.42 | 4,537.50 | .50 |
| Wakulla | 852,821 | 852.82 | 275.78 | 1,643.40 | 5.96 |
| Walton | 3,571,948 | 3,571.94 | 1,749.00 | 3,847.80 | 2.20 |
| Washington | 1,639,556 | 1,639.56 | 1,417.69 | 2,915.55 | 2.06 |

*Delinquent one mill tax included with amount collected.

**New county and assessed as Washington County.

TABLE XV—County Taxation for Schools in 1913.
PART II—Assessment and Collection of 1913; Delinquent Taxes Paid.

| 1913-1914. Counties. | No. of Mills Levied. | Assessed. | Collected. | Per Cent. Collected. | Delinquent Taxes Paid. | Total. |
|-------------------------|-------------------------|----------------|----------------|-------------------------|---------------------------|----------------|
| The State .... | ..... | \$1,641,627.28 | \$1,241,412.84 | 76 | \$274,861.08 | \$1,516,273.92 |
| Alachua | 7 | 50,262.25 | 34,656.38 | 69 | 12,676.32 | 47,332.70 |
| Baker | 7 | 10,634.28 | 10,629.58 | 99 | 309.96 | 10,939.54 |
| Bay | 7 | 17,120.09 | 12,761.36 | 74 | ..... | 12,761.36 |
| Bradford | 7 | 19,969.35 | 19,969.35 | 100 | 4,243.23 | 24,212.58 |
| Brevard | 7 | 23,943.86 | 23,452.67 | 99 | 643.97 | 24,096.64 |
| Calhoun | 7 | 14,438.55 | 7,099.40 | 48 | 3,660.66 | 10,660.06 |
| Citrus | 7 | 13,829.80 | 13,829.80 | 100 | ..... | 13,829.80 |
| Clay | 6½ | 13,177.07 | 11,227.08 | 85 | 1,284.43 | 12,511.51 |
| Columbia | 7 | 21,159.94 | 19,404.50 | 92 | 1,714.73 | 21,119.23 |
| Dade | 7 | 54,325.39 | 49,184.23 | 91 | 693.02 | 49,877.25 |
| DeSoto | 7 | 44,903.92 | 33,079.46 | 75 | 9,628.52 | 42,707.98 |
| Duval | 7 | 197,621.47 | 131,685.43 | 66 | 49,416.63 | 181,102.06 |
| Escambia | 7 | 90,415.69 | 36,420.34 | 40 | 41,884.14 | 78,304.48 |
| Franklin | 7 | 9,645.39 | 2,937.48 | 30 | 5,571.53 | 8,509.06 |
| Gadsden | 7 | 15,237.17 | 12,900.46 | 84 | 43.35 | 12,943.81 |
| Hamilton | 7 | 13,784.91 | 10,515.88 | 80 | 1,517.43 | 12,033.31 |
| Fernando | 7 | 10,969.70 | 10,037.48 | 98 | 388.40 | 10,425.88 |
| Hillsborough | 7 | 125,427.51 | 77,402.53 | 62 | 36,237.52 | 113,640.05 |
| Holmes | 7 | 11,667.51 | 10,997.97 | 85 | 89.86 | 11,087.83 |
| Jackson | 7 | 27,568.34 | 21,714.00 | 80 | 1,570.20 | 23,284.20 |
| Jefferson | 7 | 16,623.01 | 10,159.74 | 63 | 899.16 | 11,058.90 |
| LaFayette | 7 | 18,360.52 | 18,132.91 | 99 | ..... | 18,132.91 |
| Lake | 7 | 24,835.90 | 23,806.71 | 99 | 492.74 | 24,299.45 |
| Lee | 7 | 23,627.48 | 22,793.35 | 99 | 702.28 | 23,495.63 |
| Leon | 7 | 25,200.00 | 16,407.95 | 66 | 12,192.64 | 28,600.59 |
| Levy | 7 | 20,801.02 | 20,438.26 | 99 | 23.96 | 20,462.22 |
| Liberty | 7 | 9,694.66 | 5,453.40 | 57 | 1,103.16 | 6,556.56 |
| Madison | 7 | 20,145.83 | 10,822.01 | 54 | 7,306.39 | 18,128.40 |
| Manatee | 8½ | 42,500.89 | 25,417.04 | 60 | 9,113.08 | 34,530.12 |
| Marion | 7 | 40,282.75 | 36,282.92 | 90 | 2,094.96 | 38,377.88 |
| Monroe | 7 | 21,308.00 | 15,755.61 | 74 | 6,722.46 | 22,478.07 |
| Nassau | 6½ | 20,095.14 | 14,808.28 | 74 | 4,921.49 | 19,729.77 |
| Orange | 7 | 35,982.98 | 34,352.88 | 99 | 1,908.48 | 36,261.36 |
| Osceola | 7 | 29,821.41 | 26,958.15 | 90 | 468.21 | 27,426.36 |
| Palm Beach | 7 | 56,954.18 | 36,185.82 | 64 | 2,643.66 | 38,829.48 |
| Pasco | 7 | 17,241.98 | 15,193.67 | 88 | 957.84 | 16,151.51 |
| Pinellas | 7 | 53,997.32 | 40,577.28 | 75 | 3,954.43 | 44,531.71 |
| Polk | 7 | 94,925.60 | 68,595.83 | 71 | 8,750.51 | 77,346.64 |
| Putnam | 7 | 22,972.14 | 22,019.34 | 95 | 440.97 | 22,460.31 |
| St. Johns | 7 | 30,202.02 | 24,253.04 | 80 | 1,428.59 | 25,681.63 |
| St. Lucie | 7 | 28,873.25 | 28,177.58 | 98 | 260.60 | 28,438.18 |
| Santa Rosa | 7 | 31,563.99 | 26,345.27 | 84 | 19,149.08 | 45,494.35 |
| Seminole | 7 | 17,335.90 | 16,425.46 | 95 | 913.33 | 17,338.79 |
| Sumter | 7 | 14,578.20 | 15,596.98 | 106 | 253.41 | 15,850.39 |
| Suwannee | 7 | 21,098.22 | 18,574.72 | 90 | 2,550.18 | 21,124.90 |
| Taylor | 7 | 19,374.08 | 14,128.24 | 73 | 2,655.55 | 16,783.79 |
| Volusia | 7 | 53,480.00 | 52,644.35 | 98 | 612.84 | 53,257.19 |
| Wakulla | 7 | 5,969.75 | 1,930.48 | 33 | 3,631.25 | 5,561.73 |
| Walton | 7 | 25,003.58 | 15,992.91 | 64 | 5,824.69 | 21,817.60 |
| Washington | 7 | 12,675.29 | 13,277.28 | 105 | 1,410.89 | 14,688.17 |

TABLE XV.—PART III.—Poll Taxes of 1913 and Delinquent Polls Paid.

| 1913-1914. Counties. | Assessed. | Collected. | Delinquent Polls Paid. | Total. |
|-------------------------|-----------|------------|---------------------------|----------|
| The State | \$79,805 | \$74,862 | \$18,785 | \$93,647 |
| Alachua | 2,176 | 2,324 | 483 | 2,807 |
| Baker | 369 | 392 | 67 | 459 |
| Bay | 851 | 1,151 | ..... | 1,151 |
| Bradford | 1,280 | 1,280 | ..... | 1,280 |
| Brevard | 1,067 | 755 | 103 | 858 |
| Calhoun | 1,116 | 710 | 526 | 1,236 |
| Citrus | 844 | 844 | ..... | 844 |
| Clay | 820 | 709 | 112 | 821 |
| Columbia | 1,790 | 1,210 | 250 | 1,460 |
| Dade | 1,953 | 3,303 | ..... | 3,303 |
| DeSoto | 1,097 | 2,406 | 1,264 | 3,670 |
| Duval | 10,787 | 6,279 | 4,881 | 11,160 |
| Escambia | 3,982 | 3,057 | 222 | 3,279 |
| Franklin | 744 | 684 | 217 | 901 |
| Gadsden | 1,748 | 1,344 | 68 | 1,412 |
| Hamilton | 1,532 | 832 | 84 | 916 |
| Hernando | 871 | 506 | 150 | 656 |
| Hillsboro | 4,113 | 4,645 | 2,960 | 7,605 |
| Holmes | 1,574 | 1,195 | 165 | 1,360 |
| Jackson | 6,194 | 2,900 | 1,183 | 4,083 |
| Jefferson | 1,011 | 895 | ..... | 895 |
| LaFayette | 796 | 819 | 103 | 922 |
| Lake | 1,044 | 1,118 | 139 | 1,257 |
| Lee | 560 | 890 | 217 | 1,017 |
| Leon | 1,240 | 1,528 | 171 | 1,699 |
| Levy | 957 | 1,111 | ..... | 1,111 |
| Liberty | 539 | 457 | 101 | 558 |
| Madison | 1,914 | 1,156 | 303 | 1,459 |
| Manatee | 1,600 | 1,323 | 172 | 1,495 |
| Marion | 3,038 | 3,361 | 127 | 3,488 |
| Monroe | 640 | 2,003 | ..... | 2,003 |
| Nassau | 634 | 468 | 193 | 661 |
| Orange | 649 | 1,269 | 592 | 1,861 |
| Osceola | 448 | 762 | 146 | 908 |
| Palm Beach | 733 | 1,187 | 313 | 1,500 |
| Pasco | 708 | 751 | 183 | 934 |
| Pinellas | 1,119 | 2,365 | ..... | 2,365 |
| Polk | 2,800 | 1,863 | 79 | 1,942 |
| Putnam | 995 | 1,410 | 118 | 1,528 |
| St. Johns | 302 | 1,375 | 910 | 2,285 |
| St. Lucie | 437 | 674 | 208 | 882 |
| Santa Rosa | 1,707 | 1,430 | 589 | 2,019 |
| Seminole | 288 | 931 | 531 | 1,462 |
| Sumter | 1,065 | 1,218 | ..... | 1,218 |
| Suwannee | 1,890 | 1,464 | 42 | 1,506 |
| Taylor | 572 | 798 | 64 | 862 |
| Volusia | 3,200 | 3,109 | 57 | 3,166 |
| Wakulla | 923 | 408 | 311 | 719 |
| Walton | 1,891 | 1,116 | 323 | 1,439 |
| Washington | 1,197 | 1,167 | 58 | 1,225 |

TABLE XV.—PART IV.—District Taxes of 1913.

| 1913-1914. Counties. | No. of Districts. | Assessed. | Collected. | Delinquent. | Total. |
|-------------------------|-------------------|--------------|--------------|--------------|--------------|
| The State | 727 | \$465,369.14 | \$361,354.19 | \$ 52,639.96 | \$413,994.15 |
| Alachua | 37 | 18,031.57 | 12,451.07 | 4,433.49 | 16,884.56 |
| Baker | 8 | 2,593.55 | 2,562.83 | 29.33 | 2,592.16 |
| Bay | 5 | 2,798.87 | 2,324.36 | ..... | 2,324.36 |
| Bradford | 24 | 7,290.49 | 7,260.71 | 622.61 | 7,883.32 |
| Brevard | 3 | 10,209.58 | 10,029.08 | 163.95 | 10,193.03 |
| Calhoun | 15 | 5,107.28 | 3,274.08 | 190.34 | 3,464.42 |
| Citrus | 16 | 5,802.12 | 5,802.12 | ..... | 5,802.12 |
| Clay | 7 | 6,048.83 | 5,116.87 | 620.46 | 5,737.33 |
| Columbia | 10 | 5,323.72 | 4,948.36 | 401.79 | 5,350.15 |
| Dade | 13 | 23,179.35 | 20,851.43 | 293.34 | 21,144.77 |
| DeSoto | 36 | 19,065.70 | 12,332.07 | 4,113.77 | 16,445.84 |
| Duval ..... | ..... | ..... | ..... | 16.52 | 16.52 |
| Escambia ..... | ..... | ..... | ..... | ..... | ..... |
| Franklin | 1 | 635.73 | 223.30 | 381.77 | 605.07 |
| Gadsden | 7 | 4,137.11 | 3,379.44 | 21.75 | 3,401.19 |
| Hamilton | 3 | 2,593.23 | 1,726.43 | 436.56 | 2,162.99 |
| Hernando | 11 | 4,654.06 | 4,177.21 | 256.61 | 4,433.82 |
| Hillsborough | 55 | 57,605.80 | 35,204.56 | 13,503.83 | 48,708.39 |
| Holmes | 29 | 3,998.94 | 3,564.43 | ..... | 3,564.43 |
| Jackson | 28 | 7,019.70 | ..... | 5,754.29 | 5,754.29 |
| Jefferson | 2 | 1,061.06 | 615.72 | 1.91 | 617.63 |
| LaFayette | 17 | 5,957.19 | 5,946.93 | 1.02 | 5,947.95 |
| Lake | 23 | 8,861.17 | 8,792.84 | 114.78 | 8,907.62 |
| Lee | 13 | 9,702.48 | 9,608.19 | ..... | 9,608.19 |
| Leon | 1 | 5,616.00 | 2,669.90 | 3,685.59 | 6,355.49 |
| Levy | 20 | 6,284.21 | 6,304.33 | ..... | 6,304.33 |
| Liberty | 4 | 387.25 | 308.88 | 17.25 | 326.13 |
| Madison | 5 | 2,067.25 | 1,042.95 | 762.94 | 1,805.89 |
| Manatee | 39 | 14,915.18 | 10,822.87 | 1,639.90 | 12,462.77 |
| Marion | 38 | 14,010.35 | 11,881.12 | 1,449.00 | 13,330.12 |
| Monroe ..... | ..... | ..... | ..... | ..... | ..... |
| Nassau | 3 | 4,149.30 | 2,530.49 | 1,396.35 | 3,926.84 |
| Orange | 15 | 13,867.80 | 13,194.67 | 660.99 | 13,855.66 |
| Osceola | 6 | 5,003.61 | 4,039.43 | 107.27 | 4,146.70 |
| Palm Beach | 9 | 24,562.76 | 15,604.34 | 1,127.30 | 16,731.64 |
| Pasco | 26 | 7,136.60 | 6,841.44 | 66.71 | 6,908.15 |
| Pinellas | 15 | 45,344.11 | 33,569.67 | 1,022.76 | 34,592.43 |
| Polk | 38 | 36,971.38 | 27,122.70 | 3,569.88 | 30,692.58 |
| Putnam | 13 | 6,462.04 | 6,317.44 | 110.11 | 6,427.55 |
| St. Johns | 2 | 702.32 | 666.77 | ..... | 666.77 |
| St. Lucie | 12 | 10,766.27 | 10,567.78 | 46.42 | 10,614.20 |
| Santa Rosa | 8 | 1,835.69 | 1,529.72 | 1,338.24 | 2,867.96 |
| Seminole | 8 | 6,191.06 | 5,850.91 | 322.60 | 6,173.51 |
| Sumter | 9 | 7,247.80 | 6,610.29 | 108.60 | 6,718.89 |
| Suwannee | 14 | 5,757.87 | 4,921.11 | 328.98 | 5,250.09 |
| Taylor | 21 | 7,042.68 | 4,579.63 | 886.68 | 5,466.31 |
| Volusia | 21 | 19,139.34 | 19,177.48 | ..... | 19,177.48 |
| Wakulla | 6 | 1,916.78 | 448.11 | 1,343.75 | 1,791.86 |
| Walton | 14 | 4,555.00 | 2,899.21 | 1,115.35 | 4,014.56 |
| Washington | 7 | 1,759.03 | 1,670.92 | 175.17 | 1,846.09 |

TABLE XVI.—School Fund Receipts of 1913.
PART I.—Their Sources.

| 1913-1914 Counties. | Total Receipts Except Borrowed Money. | 1. Cash from Last Year. | 2. From County Taxes. | 3. From Poll Taxes. | 4. From District Taxes. |
|------------------------|---|----------------------------------|--------------------------------|------------------------------|----------------------------------|
| The State | \$2,773,471.04 | \$413,747.51 | \$1,516,273.92 | \$93,647 | \$413,994.15 |
| Alachua | 99,363.55 | 17,562.68 | 47,332.70 | 2,807 | 16,884.56 |
| Baker | 19,106.18 | 3,136.58 | 10,939.54 | 459 | 2,592.16 |
| Bay | 24,274.76 | 5,242.94 | 12,761.36 | 1,151 | 2,324.36 |
| Bradford | 46,060.93 | 8,095.63 | 24,212.58 | 1,280 | 7,883.32 |
| Brevard | 40,870.38 | 3,358.27 | 24,096.64 | 858 | 10,193.03 |
| Calhoun | 23,798.60 | 2,828.19 | 10,660.06 | 1,236 | 3,464.42 |
| Citrus | 25,992.50 | 1,818.55 | 13,829.80 | 844 | 5,802.12 |
| Clay | 23,148.10 | 2,145.21 | 12,511.51 | 821 | 5,737.33 |
| Columbia | 46,651.69 | 11,787.21 | 21,119.23 | 1,460 | 5,350.15 |
| Dade | 98,096.33 | *17,683.55 | 49,877.25 | 3,303 | 21,144.77 |
| DeSoto | 79,443.65 | 9,661.32 | 42,707.98 | 3,670 | 16,446.84 |
| Duval | 222,038.89 | 11,566.14 | 181,102.06 | 11,160 | 16.52 |
| Escambia | 106,000.18 | 12,612.82 | 78,304.48 | 3,279 | ..... |
| Franklin | 12,751.09 | *1,886.76 | 8,509.06 | 901 | 608.07 |
| Gadsden | 38,248.09 | 13,487.64 | 12,943.31 | 1,412 | 3,401.19 |
| Hamilton | 22,481.06 | 3,188.83 | 12,033.31 | 916 | 2,162.99 |
| Hernando | 20,350.70 | 3,018.35 | 10,425.88 | 656 | 4,433.82 |
| Hillsborough | 241,334.73 | 40,448.71 | 11,364.05 | 7,605 | 48,708.39 |
| Holmes | 27,931.18 | †7,809.02 | 11,087.83 | 1,360 | 3,564.43 |
| Jackson | 66,856.36 | 16,650.41 | 23,284.20 | 4,083 | 5,754.29 |
| Jefferson | 23,295.27 | 4,232.74 | 11,058.90 | 895 | 617.63 |
| LaFayette | 40,001.13 | 12,787.73 | 18,132.91 | 922 | 5,947.95 |
| Lake | 52,548.76 | 14,562.66 | 24,299.45 | 1,257 | 8,907.62 |
| Lee | 46,223.20 | 6,892.92 | 23,495.63 | 1,017 | 9,608.19 |
| Leon | 54,228.67 | 5,177.79 | 28,600.59 | 1,699 | 6,355.49 |
| Levy | 40,286.68 | 5,932.33 | 20,462.22 | 1,111 | 6,304.33 |
| Liberty | 16,282.72 | 7,521.63 | 6,556.56 | 558 | 326.13 |
| Madison | 30,687.66 | 515.17 | 18,128.40 | 1,459 | 1,805.89 |
| Manatee | 68,265.78 | 15,096.14 | 34,530.12 | 1,495 | 12,462.77 |
| Marion | 83,779.06 | 5,712.23 | 38,377.88 | 3,488 | 13,330.12 |
| Monroe | 35,774.23 | 8,671.96 | 22,478.07 | 2,003 | ..... |
| Nassau | 28,273.12 | 293.51 | 19,729.77 | 661 | 3,926.84 |
| Orange | 63,646.30 | 7,091.28 | 36,261.36 | 1,861 | 13,855.66 |
| Osceola | 40,100.45 | 5,128.29 | 27,426.36 | 908 | 4,146.70 |
| Palm Beach | 72,860.55 | 11,755.61 | 38,829.48 | 1,500 | 16,731.64 |
| Pasco | 33,492.78 | 6,478.22 | 16,151.51 | 934 | 6,908.15 |
| Pinellas | 100,327.84 | 7,055.25 | 44,531.71 | 2,365 | 34,582.43 |
| Polk | 152,659.26 | 24,129.32 | 77,346.64 | 1,942 | 30,692.58 |
| Putnam | 37,394.48 | 2,398.65 | 22,460.31 | 1,528 | 6,427.55 |
| St. Johns | 37,682.83 | 684.30 | 25,681.63 | 2,285 | 666.77 |
| St. Lucie | 53,869.94 | 10,403.28 | 28,438.18 | 832 | 10,614.20 |
| Santa Rosa | 57,518.29 | 813.60 | 45,494.35 | 2,019 | 2,867.96 |
| Seminole | 29,269.61 | 1,352.57 | 17,338.79 | 1,462 | 6,173.61 |
| Sumter | 32,905.53 | 6,232.55 | 15,850.39 | 1,218 | 6,718.89 |
| Suwannee | 44,446.75 | 9,655.96 | 21,124.90 | 1,506 | 5,250.09 |
| Taylor | 29,858.74 | 4,910.16 | 16,783.79 | 862 | 5,466.31 |
| Volusia | 97,120.90 | 15,574.23 | 53,257.19 | 3,166 | 19,177.48 |
| Wakulla | 11,277.99 | 1,091.80 | 5,561.73 | 719 | 1,791.86 |
| Walton | 39,486.80 | 7,000.40 | 21,817.60 | 1,439 | 4,014.56 |
| Washington | 35,106.77 | †11,106.47 | 14,688.17 | 1,225 | 1,846.09 |

* Does not include \$10,840.00 paid for Bonds and Coupons reported as Cash on last year.

** Is \$28.75 less than County Superintendent reported as Cash on Hand last year.

† Is \$3,169.79 more than County Supt. reported as Cash on hand last year.

‡ Is \$3,716.79 more than County Superintendent reported as Cash on Hand last year.

TABLE XVI.—School Fund Receipts of 1913.
PART II.—Their Sources.

| Counties. 1913-1914. | From State Apportionment. | | 7 From Tuition Non-Res- ident Pupils. | 8 Exami- nation Fees. | 9 From Other Sources. |
|-------------------------|------------------------------|-----------------------|--|--------------------------------|--------------------------------|
| | 5 Interest Fund. | 6 One-Mill Tax. | | | |
| The State | \$53,383.50 | \$195,739.50 | \$2,581.86 | \$3,307 | \$80,796.60 |
| Alachua | 2,429.55 | 8,908.35 | 452.21 | 101 | 2,885.50 |
| Baker | 415.80 | 1,524.60 | ..... | 22 | 16.50 |
| Bay | 598.95 | 2,196.15 | ..... | ..... | ..... |
| Bradford | 969.30 | 3,554.10 | ..... | 66 | ..... |
| Brevard | 419.85 | 1,539.45 | 18.21 | 22 | 364.93 |
| Calhoun | 550.80 | 2,019.60 | ..... | 34 | 3,005.53 |
| Citrus | 396.00 | 1,452.00 | ..... | 19 | 1,831.03 |
| Clay | 388.80 | 1,425.60 | ..... | 33 | 85.65 |
| Columbia | 1,341.45 | 4,918.65 | ..... | 70 | 605.00 |
| Dade | 1,112.85 | 4,080.45 | 65.50 | 82 | 746.96 |
| DeSoto | 1,382.40 | 5,068.80 | 350.00 | 65 | 92.31 |
| Duval | 3,828.60 | 14,038.20 | ..... | 247 | 80.37 |
| Escambia | 2,252.25 | 8,258.25 | ..... | 194 | 1,099.38 |
| Franklin | 279.90 | 1,026.30 | ..... | 38 | 5.00 |
| Gadsden | 1,440.00 | 5,280.00 | ..... | 41 | 242.45 |
| Hamilton | 868.50 | 3,184.50 | ..... | 51 | 75.93 |
| Hernando | 353.25 | 1,295.25 | ..... | 17 | 151.15 |
| Hillsborough .. | 3,412.35 | 12,511.95 | ..... | 43 | 14,865.28 |
| Holmes | 814.05 | 2,984.85 | 240.00 | 71 | ..... |
| Jackson | 2,426.40 | 8,896.80 | ..... | 167 | 5,594.26 |
| Jefferson | 1,372.50 | 5,032.50 | ..... | 86 | ..... |
| LaFayette | 459.90 | 1,686.30 | ..... | 24 | 40.34 |
| Lake | 657.90 | 2,412.30 | 78.58 | 29 | 344.25 |
| Lee | 525.60 | 1,927.20 | ..... | 18 | 2,738.66 |
| Leon | 2,490.30 | 9,131.10 | ..... | 117 | 657.50 |
| Levy | 653.85 | 2,397.45 | ..... | 32 | 3,393.50 |
| Liberty | 265.05 | 971.85 | ..... | 10 | 73.50 |
| Madison | 1,611.90 | 5,910.30 | ..... | 257 | 1,000.00 |
| Manatee | 864.45 | 3,169.65 | 17.00 | 20 | 610.65 |
| Marion | 2,172.60 | 7,966.20 | 79.00 | 63 | 12,589.98 |
| Monroe | 549.90 | 2,016.30 | ..... | 25 | 30.00 |
| Nassau | 769.50 | 2,821.50 | ..... | 66 | 5.00 |
| Orange | 887.40 | 3,253.80 | 51.50 | 118 | 266.30 |
| Osceola | 522.45 | 1,915.65 | ..... | 31 | 22.00 |
| Palm Beach ... | 545.85 | 2,001.45 | ..... | 25 | 1,471.52 |
| Pasco | 547.65 | 2,008.05 | ..... | 107 | 358.20 |
| Pinellas | 1,139.85 | 4,179.45 | ..... | 57 | 6,417.15 |
| Polk | 1,960.20 | 7,187.40 | ..... | 103 | 9,298.12 |
| Putman | 929.70 | 3,408.90 | 27.27 | 75 | 139.10 |
| St. Johns | 716.85 | 2,628.45 | ..... | 37 | 4,982.83 |
| St. Lucie | 391.05 | 1,433.85 | 61.25 | 19 | 1,627.13 |
| Santa Rosa ... | 1,083.15 | 3,971.55 | 2.00 | 68 | 1,198.68 |
| Seminole | 606.15 | 2,222.55 | ..... | 70 | 44.04 |
| Sumter | 606.15 | 2,222.55 | 30.00 | 27 | ..... |
| Suwannee | 1,461.60 | 5,359.20 | ..... | 89 | ..... |
| Taylor | 380.70 | 1,395.90 | ..... | 26 | 23.88 |
| Volusia | 1,237.50 | 4,537.50 | ..... | 55 | 116.00 |
| Wakulla | 448.20 | 1,643.40 | ..... | 22 | ..... |
| Walton | 1,049.40 | 3,847.80 | ..... | 48 | 270.04 |
| Washington ... | 795.15 | 2,915.55 | 1,109.34 | 100 | 1,321.00 |

TABLE XVII.—Summary of Expenditures of Public School Funds.

| 1913-1914. Counties. | Total Warrants Drawn. | Warrants for Debts and Borrowed Money. | Expenditures. | | |
|-------------------------|--------------------------|--|----------------|------------------------|-------------------------------|
| | | | Total. | For Schools Proper. | For Adminis- tration, Etc. |
| The State ... | \$3,503,579.24 | \$784,243.97 | \$2,769,335.27 | \$2,266,790.45 | \$502,544.82 |
| Alachua | 102,606.49 | 19,122.26 | 83,484.23 | 68,876.16 | 14,608.07 |
| Baker | 22,879.45 | 7,569.00 | 15,310.45 | 11,628.91 | 3,681.54 |
| Bay | 22,754.90 | 5,000.00 | 17,754.90 | 14,550.13 | 3,204.77 |
| Bradford | 65,810.99 | 28,815.97 | 36,995.02 | 31,476.91 | 5,518.11 |
| Brevard | 37,157.00 | ..... | 37,157.00 | 31,774.64 | 5,382.36 |
| Calhoun | 28,572.99 | 12,000.00 | 16,572.99 | 12,678.87 | 3,894.12 |
| Citrus | 34,504.29 | 12,650.00 | 21,854.29 | 17,659.88 | 4,194.41 |
| Clay | 23,676.65 | 1,000.00 | 22,676.65 | 18,430.44 | 4,246.21 |
| Columbia | 44,599.37 | 9,254.00 | 35,345.37 | 31,693.70 | 3,651.67 |
| Dade | 123,366.82 | ..... | 123,366.82 | 109,110.38 | 14,256.44 |
| DeSoto | 83,516.93 | 16,500.00 | 67,016.93 | 60,336.67 | 6,680.26 |
| Duval | 230,488.33 | 31,937.17 | 198,551.16 | 182,830.46 | 15,720.70 |
| Escambia | 185,047.53 | 90,326.67 | 94,720.91 | 80,475.13 | 14,245.78 |
| Franklin | 38,850.20 | 27,095.25 | 11,754.95 | 9,889.61 | 2,365.34 |
| Gadsden | 33,732.53 | 3,000.00 | 30,732.53 | 28,547.95 | 2,184.63 |
| Hamilton | 21,498.19 | 780.00 | 20,718.19 | 17,779.58 | 2,938.61 |
| Hernando | 23,596.00 | 2,000.00 | 21,596.00 | 17,029.48 | 4,566.52 |
| Hillsborough | 617,986.73 | 212,650.00 | 405,336.73 | 217,628.93 | 187,707.80 |
| Holmes | 39,218.76 | 13,532.08 | 25,686.68 | 22,780.15 | 2,906.53 |
| Jackson | 62,127.97 | 670.70 | 61,457.27 | 52,666.89 | 8,790.38 |
| Jefferson | 67,196.08 | 26,880.00 | 40,316.08 | 37,585.18 | 2,730.90 |
| LaFayette | 28,897.22 | ..... | 28,897.22 | 26,166.94 | 2,730.28 |
| Lake | 42,070.20 | ..... | 42,070.20 | 37,969.23 | 4,100.97 |
| Lee | 58,318.55 | 23,360.00 | 34,958.55 | 29,766.71 | 5,191.84 |
| Leon | 38,654.59 | ..... | 38,654.59 | 31,764.04 | 6,890.55 |
| Levy | 35,826.84 | ..... | 35,826.84 | 28,392.66 | 7,434.18 |
| Liberty | 22,840.74 | 10,216.00 | 12,624.74 | 10,008.65 | 2,616.09 |
| Madison | 27,612.23 | ..... | 27,612.23 | 22,594.30 | 5,017.93 |
| Manatee | 135,670.77 | 33,300.00 | 102,370.77 | 79,539.53 | 22,831.24 |
| Marion | 121,878.43 | 21,773.48 | 100,104.95 | 91,050.25 | 9,054.70 |
| Monroe | 27,937.26 | 2,000.00 | 25,937.26 | 20,599.92 | 5,337.34 |
| Nassau | 27,784.26 | ..... | 27,784.26 | 24,185.14 | 3,599.12 |
| Orange | 76,712.60 | 1,588.50 | 75,124.10 | 67,653.97 | 7,470.13 |
| Osceola | 56,828.84 | 20,500.00 | 36,328.84 | 30,000.92 | 6,327.92 |
| Palm Beach | 76,987.13 | ..... | 76,987.13 | 69,642.39 | 7,344.74 |
| Pasco | 37,537.28 | ..... | 37,537.28 | 31,608.78 | 5,928.50 |
| Pinellas | 114,073.34 | 3,500.00 | 110,573.34 | 96,096.09 | 14,477.25 |
| Polk | 118,625.12 | 8,325.00 | 110,300.12 | 102,065.37 | 8,234.75 |
| Putnam | 36,072.06 | ..... | 36,072.06 | 32,018.25 | 4,053.81 |
| St. Johns | 45,728.78 | ..... | 45,728.78 | 35,112.38 | 10,616.40 |
| St. Lucie | 131,017.60 | 75,000.00 | 56,017.60 | 47,365.19 | 8,652.41 |
| Santa Rosa | 41,128.18 | ..... | 41,128.18 | 36,393.14 | 4,735.04 |
| Seminole | 34,774.21 | ..... | 34,774.21 | 31,981.44 | 2,792.77 |
| Sumter | 36,788.76 | ..... | 36,788.76 | 32,430.30 | 4,358.46 |
| Suwannee | 36,448.02 | ..... | 36,448.02 | 29,631.29 | 6,816.73 |
| Taylor | 26,795.65 | ..... | 26,795.65 | 21,856.60 | 4,939.15 |
| Volusia | 72,035.79 | 1,011.89 | 71,023.90 | 65,390.14 | 5,633.76 |
| Wakulla | 12,853.84 | 2,886.00 | 9,967.84 | 8,369.24 | 1,598.60 |
| Walton | 42,864.48 | 10,000.00 | 32,864.48 | 29,414.14 | 3,450.34 |
| Washington | 29,628.17 | ..... | 29,628.17 | 22,793.50 | 6,834.67 |

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Cost of Lots, Etc.

| 1913-1914. Counties. | Total. | 1. Salaries of Teachers. | 2. School Lots. | 3. New Buildings. | 4. Repairs on Bldgs. |
|-------------------------|----------------|--------------------------------|-----------------------|-------------------------|-------------------------------|
| The State | \$2,266,790.45 | \$1,644,481.15 | \$58,773.65 | \$236,996.48 | \$69,945.30 |
| Alachua | 68,876.16 | 61,602.80 | ..... | ..... | 3,998.09 |
| Baker | 11,628.91 | 10,234.50 | ..... | 630.40 | 117.87 |
| Bay | 14,550.13 | 13,542.25 | 1.25 | 59.03 | 5.00 |
| Bradford | 31,476.91 | 27,582.35 | ..... | 1,193.44 | 718.42 |
| Brevard | 31,774.64 | 22,044.75 | 425.00 | 4,416.23 | 1,006.11 |
| Calhoun | 12,678.87 | 10,827.35 | ..... | 692.26 | 107.30 |
| Citrus | 17,659.88 | 13,785.00 | ..... | 185.00 | 679.82 |
| Clay | 18,430.44 | 14,132.25 | 1,344.67 | ..... | 1,363.25 |
| Columbia | 31,693.70 | 25,661.50 | 3.50 | 2,807.25 | 823.07 |
| Dade | 109,110.38 | 64,248.50 | 7,187.66 | 14,214.16 | 3,688.94 |
| DeSoto | 60,336.67 | 52,686.25 | 26.25 | 603.05 | 1,207.63 |
| Duval | 182,830.46 | 144,371.34 | 1,400.00 | 3,387.58 | 14,093.17 |
| Escambia | 80,475.13 | 66,839.87 | 589.00 | 2,520.90 | 1,121.55 |
| Franklin | 9,389.61 | 8,455.50 | ..... | ..... | 204.18 |
| Gadsden | 28,547.95 | 25,215.00 | ..... | 1,450.00 | 104.99 |
| Hamilton | 17,779.58 | 15,416.50 | 42.52 | 627.57 | 593.60 |
| Hernando | 17,029.48 | 13,961.25 | 150.00 | 485.78 | 413.63 |
| Hillsborough ... | 217,628.93 | 124,057.00 | 9,692.12 | 51,540.96 | 5,931.30 |
| Holmes | 22,780.15 | 19,268.25 | ..... | 1,508.03 | 1.32 |
| Jackson | 52,666.89 | 44,860.05 | ..... | 2,406.01 | 570.51 |
| Jefferson | 37,585.18 | 21,245.50 | 10,000.00 | 538.06 | 633.84 |
| LaFayette | 26,166.94 | 16,837.50 | 15.00 | 2,846.38 | 1,347.49 |
| Lake | 37,969.23 | 30,332.63 | 75.00 | 4,253.90 | 533.59 |
| Lee | 29,766.71 | 23,188.00 | ..... | 2,434.87 | 740.38 |
| Leon | 31,764.04 | 25,294.00 | 651.03 | 1,350.16 | 977.62 |
| Levy | 28,392.66 | 24,658.25 | ..... | 1,359.79 | 745.50 |
| Liberty | 10,008.65 | 8,406.28 | ..... | 344.68 | 813.89 |
| Madison | 22,594.30 | 20,514.25 | ..... | 13.50 | 404.54 |
| Manatee | 79,539.53 | 42,482.00 | 1,275.00 | 25,265.74 | 2,131.34 |
| Marion | 91,050.25 | 54,759.75 | 743.97 | 30,321.62 | 584.48 |
| Monroe | 20,599.92 | 17,910.50 | ..... | ..... | 613.35 |
| Nassau | 24,185.14 | 20,608.00 | ..... | 638.88 | 677.86 |
| Orange | 67,653.97 | 39,727.50 | 8,229.32 | 10,619.22 | 3,197.12 |
| Osceola | 30,000.92 | 23,057.50 | ..... | 1,322.00 | 1,452.19 |
| Palm Beach | 69,642.39 | 37,041.50 | 1,956.55 | 14,041.15 | 1,223.08 |
| Pasco | 31,608.78 | 24,336.70 | 40.00 | 1,527.57 | 479.11 |
| Pinellas | 96,096.09 | 55,204.50 | 4,407.12 | 7,415.77 | 3,565.02 |
| Polk | 102,065.37 | 85,158.00 | 5,174.84 | 4,381.34 | 1,978.38 |
| Putnam | 32,018.25 | 27,557.00 | 231.05 | 312.57 | 980.19 |
| St. Johns | 35,112.88 | 26,856.25 | ..... | ..... | 980.19 |
| St. Lucie | 47,365.19 | 18,489.63 | 4,050.50 | 18,233.40 | 925.19 |
| Santa Rosa | 36,393.14 | 30,629.00 | 259.00 | 2,878.99 | 533.65 |
| Seminole | 31,981.44 | 23,750.00 | ..... | ..... | 1,762.05 |
| Sumter | 32,430.30 | 19,939.75 | ..... | 8,679.87 | 407.25 |
| Suwannee | 29,631.29 | 25,175.75 | ..... | 1,671.87 | 330.87 |
| Taylor | 21,856.50 | 16,067.75 | 103.30 | 1,545.34 | 189.27 |
| Volusia | 65,390.14 | 52,719.15 | 700.00 | 3,666.95 | 1,982.34 |
| Wakulla | 8,369.24 | 7,588.50 | ..... | 314.25 | 72.05 |
| Walton | 29,414.14 | 27,105.00 | ..... | 804.62 | 360.70 |
| Washington | 22,793.50 | 19,048.75 | ..... | 1,386.34 | 306.73 |

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Furniture, Apparatus, Etc.

| 1913-1914. Counties. | 5. Furniture | 6. Apparatus | 7. Insurance | 8. Rents | 9. Janitors |
|-------------------------|-----------------|-----------------|-----------------|-------------|----------------|
| The State | \$ 32,579.52 | \$ 22,168.18 | \$ 10,926.81 | \$ 2,295.97 | \$ 34,663.08 |
| Alachua | 1,255.54 | | 482.65 | | 482.00 |
| Baker | 105.56 | 98.40 | 57.35 | | 10.25 |
| Bay | 131.50 | | 25.00 | 105.00 | |
| Bradford | | | 109.50 | 110.00 | 140.00 |
| Brevard | 894.66 | 132.65 | 87.00 | | 179.50 |
| Calhoun | 55.54 | 63.49 | | | |
| Citrus | 314.52 | 379.86 | 283.50 | | 92.70 |
| Clay | 331.86 | 106.12 | 93.00 | 18.00 | 153.00 |
| Columbia | 783.87 | 17.34 | 451.70 | 15.00 | 330.00 |
| Dade | 3,063.64 | 2,198.67 | 307.60 | 126.00 | 2,413.21 |
| DeSoto | 1,096.89 | 1,391.35 | | 134.40 | 449.00 |
| Duval | 1,657.60 | | 803.15 | 484.25 | 7,187.28 |
| Escambia | 1,367.49 | | 1,142.22 | 108.00 | 2,874.65 |
| Franklin | 1.50 | | 65.44 | | 214.00 |
| Gadsden | 428.94 | 10.00 | 192.50 | 79.50 | |
| Hamilton | 349.98 | | 113.31 | | |
| Hernando | 237.73 | 460.00 | | | 107.00 |
| Hillsboro | 1,189.85 | 2,650.58 | 1,889.05 | 119.75 | 6,032.03 |
| Holmes | 247.70 | 14.20 | 59.50 | | |
| Jackson | | 74.00 | | | |
| Jefferson | 489.30 | 66.99 | 70.88 | | 127.60 |
| LaFayette | | 1,706.32 | | | |
| Lake | 421.65 | 129.57 | 145.25 | | 203.00 |
| Lee | 266.31 | 479.93 | 27.00 | | 566.00 |
| Leon | 786.51 | 333.09 | 212.55 | 176.36 | 683.09 |
| Levy | 91.66 | 10.00 | 511.65 | | 26.10 |
| Liberty | 277.43 | 81.58 | | | |
| Madison | 78.61 | | 102.50 | | 85.50 |
| Manatee | 435.64 | 483.98 | 99.00 | 200.00 | 577.17 |
| Marion | 1,106.31 | 356.46 | 169.83 | 60.00 | 90.35 |
| Monroe | 558.60 | 97.12 | 140.90 | | 1,119.28 |
| Nassau | 966.80 | 143.30 | 102.00 | 50.00 | 316.00 |
| Orange | 207.21 | 780.04 | 308.00 | | 577.50 |
| Osceola | 623.25 | | 102.75 | 51.66 | 520.00 |
| Palm Beach | 1,660.24 | 1,782.76 | 290.80 | 47.00 | 1,745.00 |
| Pasco | 1,730.61 | 457.14 | 75.00 | | 407.75 |
| Pinellas | 666.44 | 4,368.33 | 1,729.85 | 28.00 | 1,816.85 |
| Polk | 301.82 | 1,248.22 | 54.00 | | 824.77 |
| Putnam | 416.65 | 156.99 | 154.50 | 326.05 | 335.45 |
| St. Johns | 445.45 | 705.21 | 199.25 | 32.00 | 1,305.50 |
| St. Lucie | 855.98 | 247.27 | 59.40 | | 229.00 |
| Santa Rosa | 982.31 | 54.00 | | | 88.00 |
| Seminole | 477.93 | 459.11 | 193.63 | | 720.01 |
| Sumter | 1,155.65 | | | | |
| Suwannee | 231.90 | | 141.00 | | 200.00 |
| Taylor | 43.40 | | | | 90.50 |
| Volusia | 1,661.78 | 383.96 | 374.50 | 25.00 | 1,236.07 |
| Wakulla | 56.55 | 30.15 | | | |
| Walton | 656.16 | | | | 108.00 |
| Washington | 1,413.00 | 10.00 | | | |

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Fuel, Free Books, Etc.

| 1913-1914. Counties. | 10. Fuel. | 11. Free Books. | 12. Transporta- tion of Pupils. | 13. School Incl- dentals. |
|-------------------------|--------------|-----------------------|--|---------------------------------|
| The State | \$ 9,027.45 | \$ 12,201.43 | \$ 37,920.84 | \$ 94,810.59 |
| Alachua | 182.95 | ..... | 401.95 | 470.18 |
| Baker | 32.25 | 22.70 | 176.06 | 143.57 |
| Bay ..... | ..... | ..... | ..... | 681.10 |
| Bradford ..... | ..... | ..... | 458.45 | 1,164.75 |
| Brevard | 40.75 | 8.36 | 1,957.00 | 582.63 |
| Calhoun | 41.50 | 826.29 | ..... | 65.14 |
| Citrus | 39.75 | 853.77 | 440.76 | 605.20 |
| Clay | 68.75 | 159.50 | 352.05 | 307.99 |
| Columbia | 86.25 | ..... | 236.00 | 478.22 |
| Dade | 114.45 | ..... | 1,776.00 | 9,771.55 |
| DeSoto | 15.10 | 73.18 | 314.00 | 2,339.57 |
| Duval | 3,706.46 | ..... | 4,085.60 | 1,654.03 |
| Escambia | 1,073.10 | 19.05 | 430.62 | 2,388.68 |
| Franklin | 65.55 | 74.25 | ..... | 309.19 |
| Gadsden | 11.50 | 60.00 | ..... | 995.52 |
| Hamilton | 50.74 | ..... | ..... | 585.36 |
| Hernando | 31.50 | 792.79 | 31.00 | 358.80 |
| Hillsboro | 641.36 | 934.52 | 877.55 | 12,572.86 |
| Holmes | 43.75 | 1,119.12 | ..... | 518.28 |
| Jackson ..... | ..... | 136.20 | ..... | 4,620.12 |
| Jefferson ..... | ..... | ..... | 4,355.15 | 7.86 |
| LaFayette | 46.25 | 2,442.49 | 152.55 | 672.96 |
| Lake | 42.75 | 132.09 | 362.51 | 1,337.29 |
| Lee ..... | ..... | 146.47 | 288.56 | 1,529.19 |
| Leon | 334.40 | ..... | 370.20 | 595.03 |
| Levy | 28.00 | 509.18 | 219.73 | 232.80 |
| Liberty | 27.00 | ..... | ..... | 57.79 |
| Madison | 76.85 | 206.91 | 657.50 | 453.14 |
| Manatee | 78.25 | 52.62 | 366.00 | 6,092.79 |
| Marion | 92.10 | 117.83 | 74.00 | 2,573.55 |
| Monroe | 16.63 | 32.63 | ..... | 111.84 |
| Nassau | 100.05 | ..... | ..... | 582.25 |
| Orange | 71.50 | 281.16 | 2,699.20 | 956.20 |
| Osceola | 64.75 | 283.20 | 188.05 | 2,335.57 |
| Palm Beach | 132.69 | 1,894.15 | 4,117.90 | 3,709.57 |
| Pasco | 82.50 | 183.04 | 1,700.98 | 588.38 |
| Pinellas | 157.35 | 9.28 | 1,334.50 | 15,392.08 |
| Polk | 41.25 | 150.25 | ..... | 2,752.50 |
| Putnam | 134.85 | ..... | 1,372.80 | 40.15 |
| St. Johns | 565.50 | ..... | 230.00 | 1,626.74 |
| St. Lucie ..... | ..... | ..... | 1,846.25 | 2,428.57 |
| Santa Rosa | 80.00 | 19.71 | ..... | 868.48 |
| Seminole | 168.00 | 181.22 | 2,529.00 | 1,740.49 |
| Sumter ..... | ..... | ..... | 157.06 | 2,090.72 |
| Suwannee ..... | ..... | ..... | ..... | 1,829.90 |
| Taylor | 56.00 | ..... | 1,770.75 | 1,990.19 |
| Volusia | 286.91 | 248.04 | 1,345.11 | 760.33 |
| Wakulla ..... | ..... | 231.43 | ..... | 76.31 |
| Walton | 96.91 | ..... | 146.00 | 136.75 |
| Washington | 1.25 | ..... | ..... | 627.43 |

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

| 1913-1914. Counties. | Total. | 1. Salary of Superintendents. | 2. Traveling of Expenses of Superintendents. | 3. Per Diem and Mileage of School Boards. | 4. Incidental Expenses of Supts. and Boards. | 5. Commissions Paid Treasurers. |
|-------------------------|--------------|-------------------------------------|---|--|---|---------------------------------------|
| The State .. | \$502,544.82 | \$71,841.05 | \$4,754.10 | \$19,137.64 | \$25,859.62 | \$30,250.00 |
| Alachua | 14,608.07 | 1,994.00 | 225.15 | 358.00 | 569.78 | 1,217.62 |
| Baker | 3,681.54 | 900.00 | 79.75 | 246.40 | 73.30 | 345.09 |
| Bay | 3,204.77 | 1,217.20 | 115.00 | 357.54 | 96.10 | 407.09 |
| Bradford | 5,518.11 | 1,200.00 | 51.60 | 646.95 | 1,234.66 | 688.40 |
| Brevard | 5,382.36 | 1,200.00 | 75.90 | 466.20 | 235.43 | 534.12 |
| Calhoun | 3,894.12 | 1,140.00 | 64.50 | 355.20 | 228.07 | 393.35 |
| Citrus | 4,194.41 | 1,200.00 | 80.60 | 243.00 | 432.16 | 410.66 |
| Clay | 4,246.21 | 1,200.00 | ..... | 247.40 | 398.55 | 287.77 |
| Columbia | 3,651.67 | 1,500.00 | ..... | 227.60 | 54.90 | 515.41 |
| Dade | 14,256.44 | 2,000.00 | 356.10 | 352.00 | 1,980.90 | 1,031.10 |
| De Soto | 6,680.26 | 1,800.00 | 589.90 | 649.32 | 353.88 | 642.52 |
| Duval | 15,720.70 | 2,795.00 | ..... | 860.00 | 5,923.37 | ..... |
| Escambia | 14,245.78 | 2,100.00 | ..... | 444.00 | 383.77 | 668.51 |
| Franklin | 2,365.34 | 600.00 | 2.60 | 200.00 | 87.24 | 768.01 |
| Gadsden | 2,184.63 | 1,200.00 | ..... | 221.00 | 37.25 | 495.53 |
| Hamilton | 2,938.61 | 1,200.00 | 10.90 | 262.20 | 61.53 | 298.29 |
| Fernando | 4,566.52 | 1,275.00 | 4.50 | 252.00 | 139.33 | 293.95 |
| Hillsborough .. | 187,707.80 | 3,000.00 | 514.70 | 760.40 | 1,834.65 | 3,510.48 |
| Holmes | 2,906.53 | 1,200.00 | 27.00 | 455.80 | 197.88 | 444.42 |
| Jackson | 8,790.38 | 1,500.00 | ..... | 349.20 | 196.50 | 834.31 |
| Jefferson | 2,730.90 | 1,100.00 | 17.45 | 229.20 | 18.50 | 495.19 |
| LaFayette | 2,730.28 | 1,200.00 | ..... | 348.40 | 197.47 | 380.74 |
| Lake | 4,100.97 | 1,200.00 | 300.00 | 280.40 | 275.00 | 800.29 |
| Lee | 5,191.84 | 1,500.00 | 141.74 | 437.00 | 81.56 | 818.64 |
| Leon | 6,890.55 | 1,500.00 | 78.55 | 202.80 | 91.90 | 635.75 |
| Levy | 7,434.18 | 1,200.00 | 20.00 | 413.30 | 115.25 | 534.06 |
| Liberty | 2,616.09 | 900.00 | ..... | 259.90 | 68.00 | 207.20 |
| Madison | 5,017.93 | 1,200.00 | ..... | 350.18 | 163.74 | 378.86 |
| Manatee | 22,831.24 | 1,625.00 | ..... | 289.60 | ..... | ..... |
| Marion | 9,054.70 | 1,810.00 | 35.05 | 568.80 | ..... | 920.65 |
| Monroe | 5,337.34 | 1,500.00 | 45.00 | 212.00 | 120.00 | 561.82 |
| Nassau | 3,599.12 | 1,200.00 | ..... | 433.60 | 100.22 | 388.09 |
| Orange | 7,470.13 | 1,800.00 | 187.40 | 407.80 | 87.71 | 995.69 |
| Osceola | 6,327.92 | 1,380.00 | 120.60 | 320.00 | 240.02 | 699.74 |
| Palm Beach | 7,344.74 | 1,800.00 | 156.48 | 448.15 | 854.61 | 769.63 |
| Pasco | 5,928.50 | 500.00 | 25.00 | 455.53 | 1,590.26 | ..... |
| Pinellas | 14,477.25 | 2,050.00 | 277.40 | 485.40 | 1,534.44 | 390.41 |
| Polk | 8,234.75 | 2,474.85 | 217.70 | 688.80 | 406.02 | 980.69 |
| Putnam | 4,053.81 | 1,500.00 | 15.15 | 285.20 | 482.15 | 427.83 |
| St. Johns | 10,616.40 | 1,380.00 | 36.95 | 202.40 | 968.27 | 445.66 |
| St. Lucie | 8,652.41 | 1,500.00 | 265.20 | 354.00 | 222.30 | 849.51 |
| Santa Rosa | 4,735.04 | 1,500.00 | ..... | 303.00 | 441.80 | 646.58 |
| Seminole | 2,792.77 | 1,250.00 | 100.00 | 274.40 | ..... | 340.54 |
| Sumter | 4,358.46 | 1,200.00 | ..... | 332.20 | 258.87 | 430.94 |
| Suwannee | 6,816.73 | 1,200.00 | ..... | 395.80 | 1,619.84 | 931.32 |
| Taylor | 4,939.15 | 1,200.00 | 27.80 | 325.80 | 884.38 | 236.62 |
| Volusia | 5,633.76 | 1,800.00 | 488.43 | 863.37 | 200.00 | 952.59 |
| Wakulla | 1,598.60 | 600.00 | ..... | 247.20 | 36.35 | 165.36 |
| Walton | 3,450.34 | 1,500.00 | ..... | 411.20 | 193.71 | 651.54 |
| Washington .. | 6,834.67 | 1,050.00 | ..... | 357.99 | 88.00 | 427.43 |

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Interest on Debts and Other Expenditures.

| 1913-1914. Counties. | 6 Interest on Debts and Loans. | 7 Institutes and Summer Schools. | 8 Undistributed Books, Etc. | 9 Printing. | 10 Expenses of Examinations. | 11 Tuition of County Line Pupils. | All Other Purposes. |
|-------------------------|---|---|-----------------------------------|----------------|------------------------------------|--|------------------------|
| The State | \$182,035.75 | \$ 3,710.85 | \$29,498.56 | \$ 5,986.96 | \$ 5,405.01 | \$ 2,709.29 | \$121,355.99 |
| Alachua | 3,794.40 | 549.75 | 450.00 | 270.00 | 440.00 | | 4,739.37 |
| Baker | 153.55 | 85.00 | | 209.80 | 39.20 | | 1,549.95 |
| Bay | 74.58 | | 786.07 | 7.00 | 109.80 | | 34.39 |
| Bradford | 1,302.30 | | | 31.20 | 164.00 | 40.00 | 159.00 |
| Brevard | 736.39 | 47.55 | 1,328.42 | 111.04 | 57.60 | 112.00 | 477.71 |
| Calhoun | 664.18 | 45.75 | 150.00 | 60.00 | 46.95 | | 746.12 |
| Citrus | 537.54 | | 1,213.35 | 32.00 | 45.10 | | |
| Clay | 1,036.30 | | 354.06 | 55.00 | 75.00 | 390.97 | 201.16 |
| Columbia | 1,163.73 | | | 41.00 | 64.80 | | 84.23 |
| Dade | 4,248.23 | | 3,270.41 | 433.20 | 182.50 | | 402.00 |
| De Soto | 463.30 | 262.50 | 102.96 | 51.00 | 127.85 | 35.06 | 1,601.96 |
| Duval | 2,966.58 | 352.00 | 2,482.15 | 221.60 | 120.00 | | |
| Escambia | 8,854.32 | 355.10 | 54.94 | 641.21 | 229.27 | | 514.66 |
| Franklin | 552.99 | | | 107.50 | 47.00 | | |
| Gadsden | 60.00 | | | 69.75 | 101.10 | | |
| Hamilton | 313.60 | | 87.20 | 47.20 | 76.18 | | 581.51 |
| Hernando | 1,411.96 | | 44.89 | 133.45 | 18.00 | | 993.44 |
| Hillsboro | 93,722.47 | 355.00 | 5,545.52 | 495.85 | 201.50 | | 77,767.23 |
| Holmes | | | 180.00 | 55.00 | 117.10 | | 229.33 |
| Jackson | 145.77 | 175.00 | 3,854.33 | 178.50 | 319.70 | 600.00 | 657.07 |
| Jefferson | 610.86 | | | 55.00 | 131.60 | | 73.10 |
| LaFayette | 152.85 | | 341.42 | 75.00 | 34.40 | | |
| Lake | 368.38 | | 200.00 | 55.00 | 50.55 | | 571.35 |
| Lee | 1,260.00 | | 796.90 | 91.00 | 65.00 | | |
| Leon | 1,546.25 | | | 24.00 | 187.10 | | 2,624.20 |
| Levy | 866.03 | | 269.76 | 144.75 | 81.50 | | 3,789.53 |
| Liberty | 884.00 | 13.50 | | 36.00 | 13.50 | | 233.99 |
| Madison | 997.48 | | 1,030.92 | 72.05 | 264.80 | 38.00 | 521.90 |
| Manatee | 17,155.63 | | | 228.21 | 72.80 | | 3,460.00 |
| Marion | 2,814.56 | | | 406.25 | 153.65 | 56.10 | 2,239.64 |
| Monroe | 2,084.16 | 240.00 | | 67.14 | 23.00 | | 484.22 |
| Nassau | 978.29 | 213.75 | 96.32 | 73.60 | 115.25 | | |
| Orange | 1,072.00 | | | 88.91 | 167.60 | 55.20 | 2,607.82 |
| Osceola | 1,752.64 | | | | 17.65 | | 1,797.27 |
| Palm Beach | 1,725.35 | | 445.62 | 35.00 | 85.00 | | 1,024.90 |
| Pasco | 1,980.51 | 100.00 | | 122.00 | 217.05 | | 938.15 |
| Pinellas | 5,270.90 | | 3,254.78 | 59.22 | 69.75 | 500.00 | 584.95 |
| Polk | 1,024.07 | | 1,623.26 | 261.75 | 136.65 | | 420.96 |
| Putnam | 658.42 | | | 185.00 | 126.00 | 281.96 | 92.10 |
| St. Johns | 6,986.52 | | 27.50 | 181.60 | 87.50 | | 300.00 |
| St. Lucie | 2,330.54 | 224.35 | | 26.00 | 41.20 | | 2,839.31 |
| Santa Rosa | 706.06 | 691.60 | | 68.75 | 82.61 | | 294.64 |
| Seminole | 270.88 | | 201.05 | | 126.20 | 120.00 | 109.70 |
| Sumter | 2,036.04 | | | 24.00 | 32.20 | | 44.21 |
| Suwannee | 2,326.39 | | | | 111.50 | | 231.88 |
| Taylor | 1,155.70 | | 987.87 | 89.65 | 31.30 | | |
| Volusia | 67.14 | | 33.93 | 100.00 | 102.90 | 240.00 | 785.40 |
| Wakulla | 194.52 | | 284.93 | 26.00 | 30.60 | | 13.64 |
| Walton | 557.39 | | | 24.00 | 56.50 | | 56.00 |
| Washingt'n | | | | 116.25 | 107.00 | 240.00 | 4,448.00 |

TABLE XX.—PART I.—Showing Financial Condition of County Boards July 1st, 1914.

| 1913-1914. Counties. | Total In- debtedness County and District. | Total Indebtedness. | | Cash on Hand. | |
|-------------------------|---|---------------------|-------------------|-----------------|-------------------|
| | | County Fund. | District Fund. | County Fund. | District Fund. |
| The State | \$2,121,305.35 | \$1,735,520.55 | \$385,784.80 | \$321,957.83 | \$359,489.87 |
| Alachua | 61,757.31 | 13,356.13 | 48,401.18 | 12,056.88 | 6,731.82 |
| Baker | 6,646.88 | 6,388.88 | 258.00 | 1,540.02 | 2,443.14 |
| Bay | 477.25 | 452.25 | 25.00 | 6,326.61 | 618.50 |
| Bradford | 20,677.55 | 17,548.86 | 3,131.69 | 2,420.48 | ..... |
| Brevard | 10,923.87 | 10,193.86 | 730.01 | 523.46 | 7,375.32 |
| Calhoun | 5,225.82 | 4,646.71 | 579.11 | 69.82 | 2,763.05 |
| Citrus ..... | ..... | ..... | ..... | 2,787.57 | 1,350.64 |
| Clay | 12,543.57 | 10,780.55 | 1,763.02 | 77.96 | 1,999.45 |
| Columbia | 8,799.54 | 7,815.14 | 984.40 | 5,063.98 | 2,098.58 |
| Dade | 89,727.80 | 88,909.50 | 818.30 | 14,671.94 | 18,730.88 |
| DeSoto | 1,790.09 | 955.70 | 834.39 | 1,465.55 | 8,533.03 |
| Duval | 286,164.62 | 286,164.62 | ..... | 8,221.80 | ..... |
| Escambia | 154,669.07 | 154,669.07 | ..... | 28,730.19 | ..... |
| Franklin | 7,923.25 | 7,840.64 | 82.61 | ..... | 1,079.84 |
| Gadsden | 35.48 | 24.85 | 10.63 | 4,488.03 | 3,057.96 |
| Hamilton | 5,833.19 | 451.61 | 5,381.58 | 775.15 | 465.16 |
| Hernando | 17,750.70 | 17,653.66 | 97.04 | ..... | 2,761.72 |
| Hillsborough | 385,766.54 | 373,010.00 | 12,756.54 | 33,054.02 | 67,654.58 |
| Holmes | 20,415.05 | 19,695.05 | 720.00 | 5,572.26 | 2,087.29 |
| Jackson | 3,131.91 | 3,131.91 | ..... | 2,547.21 | 1,181.89 |
| Jefferson | 33,463.30 | 33,463.30 | ..... | 315.55 | 4,994.14 |
| LaFayette | 3,829.54 | 1,570.29 | 2,259.25 | 6,590.12 | 5,243.33 |
| Lake | 4,400.07 | 555.00 | 3,845.07 | 6,197.49 | 4,761.65 |
| Lee | 12,483.64 | 12,335.18 | 148.46 | 2,633.56 | 2,979.60 |
| Leon | 23,890.07 | 160.22 | 23,729.85 | 13,303.90 | 2,040.36 |
| Levy | 1,807.48 | 1,757.75 | 49.73 | ..... | 2,237.86 |
| Liberty | 11,100.00 | 11,100.00 | ..... | 5,476.06 | 361.92 |
| Madison | 9,023.73 | 8,580.85 | 442.88 | 41.35 | 619.91 |
| Manatee | 76,212.17 | 75,941.25 | 270.92 | 4,044.46 | 8,811.22 |
| Marion | 44,015.07 | 35,346.86 | 8,668.21 | 2,782.78 | 5,412.27 |
| Monroe | 64,192.57 | 64,192.57 | ..... | 11,029.54 | ..... |
| Nassau | 10,753.13 | 5,338.38 | 5,414.85 | 99.27 | 44.55 |
| Orange | 3,060.16 | 2,893.05 | 167.11 | 1,997.22 | 42,527.17 |
| Osceola | 17,084.25 | 16,501.62 | 582.63 | 391.50 | 3,273.98 |
| Palm Beach | 63,490.69 | 28,214.49 | 35,276.20 | 1,097.41 | 45,070.21 |
| Pasco | 16,879.92 | 16,879.92 | ..... | 68.54 | 3,924.34 |
| Pinellas | 86,770.42 | 85,839.30 | 931.12 | 9,704.43 | 9,034.29 |
| Polk | 234,782.55 | 53,228.49 | 181,554.06 | 12,359.78 | 52,659.80 |
| Putnam | 6,242.91 | 5,323.81 | 919.10 | 144.53 | 2,682.55 |
| St. Johns | 94,665.18 | 94,665.18 | ..... | 257.83 | 419.84 |
| St. Lucie | 78,501.80 | 77,621.27 | 880.43 | 64,919.87 | 9,076.13 |
| Santa Rosa | 1,991.47 | 1,741.47 | 250.00 | 3,937.01 | 1,513.16 |
| Seminole | 8,439.99 | 8,178.20 | 261.79 | 1,529.02 | 1,406.37 |
| Sumter | 55,382.95 | 28,185.64 | 27,197.31 | 12,150.99 | 2,882.07 |
| Suwannee | 35,285.19 | 24,335.11 | 8,950.08 | 1,603.02 | 1,632.51 |
| Taylor | 10,697.77 | 7,816.04 | 2,881.73 | 91.17 | 4,947.80 |
| Volusia | 1,643.14 | 857.12 | 786.02 | 19,807.22 | 6,289.78 |
| Wakulla | 2,788.20 | 1,745.00 | 1,043.20 | 316.43 | 239.94 |
| Walton | 6,612.27 | 3,978.61 | 2,633.66 | 6,844.03 | 1,568.73 |
| Washington | 3,556.23 | 3,488.59 | 67.64 | 1,830.82 | 1,901.54 |

TABLE XX.—PART II.—Showing Financial Condition of County Board July 1st, 1914.

| 1913-1914. Counties. | Net Indebtedness of Counties in Debt. | | Net Cash of Counties Not in Debt. | |
|-------------------------|--|-------------------|---|-------------------|
| | County Fund. | District Fund. | County Fund. | District Fund. |
| The State | \$1,475,338.28 | \$242,428.46 | \$ 61,775.56 | \$216,133.53 |
| Alachua | 1,299.25 | 41,669.36 | | |
| Baker | 4,848.86 | | | 2,185.14 |
| Bay | | | 5,874.36 | 593.50 |
| Bradford | 15,125.38 | 3,131.69 | | |
| Brevard | 9,670.40 | | | 6,645.31 |
| Calhoun | 4,576.89 | | | 2,183.94 |
| Citrus | | | 2,787.57 | 1,350.64 |
| Clay | 10,702.59 | | | 236.43 |
| Columbia | 2,751.16 | | | 1,114.18 |
| Dade | 74,237.56 | | | 17,912.58 |
| DeSoto | | | 509.85 | 7,698.64 |
| Duval | 277,942.82 | | | |
| Escambia | 125,938.88 | | | |
| Franklin | 7,840.64 | | | 997.23 |
| Gadsden | | | 4,463.18 | 3,047.33 |
| Hamilton | | 4,916.42 | 323.54 | |
| Hernando | 17,653.66 | | | 2,664.68 |
| Hillsborough | 339,955.98 | | | 54,898.04 |
| Holmes | 14,122.79 | | | 1,367.29 |
| Jackson | 584.70 | | | 1,181.89 |
| Jefferson | 33,147.75 | | | 4,994.14 |
| LaFayette | | | 5,019.83 | 2,984.08 |
| Lake | | | 5,642.49 | 916.58 |
| Lee | 9,701.62 | | | 2,831.14 |
| Leon | | 21,689.49 | 13,143.68 | |
| Levy | 1,757.75 | | | 2,188.13 |
| Liberty | 5,623.94 | | | 361.92 |
| Madison | 8,539.50 | | | 177.03 |
| Manatee | 71,896.79 | | | 8,540.30 |
| Marion | 32,564.08 | 3,255.94 | | |
| Monroe | 53,163.03 | | | |
| Nassau | 5,239.01 | 5,370.30 | | |
| Orange | 895.83 | | | 42,360.06 |
| Osceola | 16,110.12 | | | 2,691.35 |
| Palm Beach | 27,117.08 | | | 9,794.01 |
| Pasco | 16,811.38 | | | 3,924.34 |
| Pinellas | 76,134.87 | | | 8,103.17 |
| Polk | 40,868.71 | 128,894.26 | | |
| Putnam | 5,179.28 | | | 1,763.45 |
| St. Johns | 94,407.35 | | | 419.84 |
| St. Lucie | 12,701.50 | | | 8,195.70 |
| Santa Rosa | | | 2,195.54 | 1,263.16 |
| Seminole | 6,649.18 | | | 1,144.58 |
| Sumter | 16,034.65 | 24,315.24 | | |
| Suwannee | 22,732.09 | 7,317.57 | | |
| Taylor | 7,724.87 | | | 2,066.07 |
| Volusia | | | 18,950.10 | 5,503.76 |
| Wakulla | 1,428.57 | 803.26 | | |
| Walton | | 1,064.93 | 2,865.42 | |
| Washington | 1,657.77 | | | 1,833.90 |

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

| 1913-1914. Counties. | *Debits. | | | *Credits. | | |
|-------------------------|---|--------------------|---|---|--|---------------|
| | Total Receipts Except Borrow- ed Money. | Borrowed Money. | Warrants of 1913 Not Paid July 1st. | Total Expendi- tures Except Payment of Debits. | Loans, Old Debts and Old Warrants Paid. | Cash on Hand. |
| The State | \$2,773,471.04 | \$958,220.68 | \$960,394.29 | \$2,769,335.27 | \$1,241,303.04 | \$681,447.70 |
| Alachua | 99,363.55 | 21,122.26 | 13,802.92 | 83,484.23 | 32,015.80 | 18,788.70 |
| Baker | 19,106.18 | 7,145.73 | 610.70 | 15,310.45 | 7,569.00 | 3,983.16 |
| Bay | 24,274.76 | 4,948.00 | 477.25 | 17,754.90 | 5,000.00 | 6,945.11 |
| Bradford | 46,060.93 | 19,750.06 | 17,887.60 | 36,995.02 | 44,283.09 | 2,420.48 |
| Brevard | 40,870.38 | ..... | 10,923.87 | 37,157.00 | 6,738.47 | 7,898.78 |
| Calhoun | 23,798.60 | 12,000.00 | 5,225.82 | 16,572.99 | 21,618.56 | 2,832.87 |
| Citrus | 25,992.50 | 12,650.00 | ..... | 21,854.29 | 12,650.00 | 4,138.21 |
| Clay | 23,148.10 | ..... | 6,543.57 | 22,676.65 | 4,937.61 | 2,077.41 |
| Columbia | 46,651.69 | 8,250.00 | 2,749.54 | 35,345.37 | 15,143.30 | 7,162.56 |
| Dade | 98,096.33 | 9,976.67 | 89,786.58 | 123,366.82 | 41,089.94 | 33,402.82 |
| DeSoto | 79,443.65 | 16,500.00 | 1,582.04 | 67,016.93 | 20,510.18 | 9,998.58 |
| Duval | 222,038.89 | ..... | 35,665.51 | 198,551.16 | 50,931.44 | 8,221.80 |
| Escambia | 106,000.18 | 58,126.67 | 77,730.43 | 94,720.91 | 118,406.18 | 28,730.19 |
| Franklin | 12,751.09 | 26,620.00 | 7,323.25 | 11,754.95 | 33,859.55 | 1,079.84 |
| Gadsden | 38,248.09 | 3,000.00 | 35.48 | 30,732.58 | 3,005.00 | 7,545.99 |
| Hamilton | 22,451.06 | ..... | 2,161.54 | 20,718.19 | 2,684.10 | 1,240.31 |
| Hernando | 20,350.70 | 2,657.18 | 5,909.50 | 21,596.00 | 4,559.66 | 2,761.72 |
| Hillsborough | 241,334.73 | 287,547.81 | 244,615.55 | 405,336.73 | 267,452.76 | 100,708.60 |
| Holmes | 27,931.18 | 13,532.08 | 5,415.05 | 25,686.68 | 13,532.08 | 7,659.55 |
| Jackson | 66,856.36 | ..... | 3,131.91 | 61,457.27 | 4,801.90 | 3,729.10 |
| Jefferson | 23,295.27 | 20,000.00 | 33,463.30 | 40,316.08 | 31,132.80 | 5,309.69 |
| LaFayette | 40,001.13 | ..... | 729.54 | 28,897.22 | ..... | 11,833.45 |
| Lake | 52,548.76 | ..... | 1,200.07 | 42,070.20 | 719.49 | 10,959.14 |
| Lee | 46,223.20 | 13,473.33 | 6,235.18 | 34,958.55 | 25,360.00 | 5,613.16 |
| Leon | 54,238.67 | ..... | 180.33 | 38,654.59 | 410.15 | 15,344.26 |
| Levy | 40,286.68 | ..... | 1,199.10 | 35,826.84 | 3,421.08 | 2,237.86 |
| Liberty | 16,282.72 | 10,296.00 | 11,100.00 | 12,624.74 | 19,216.00 | 5,837.98 |
| Madison | 30,687.66 | ..... | 9,023.73 | 27,612.23 | 11,437.90 | 661.26 |
| Manatee | 68,265.78 | 92,500.00 | 76,212.25 | 102,370.77 | 121,751.58 | 12,855.68 |
| Marion | 83,779.06 | 20,700.00 | 29,460.46 | 100,104.95 | 25,639.52 | 8,195.05 |
| Monroe | 35,774.23 | 2,000.00 | 1,192.57 | 25,937.26 | 2,000.00 | 11,029.54 |
| Nassau | 28,273.12 | ..... | 9,548.58 | 27,784.26 | 9,893.62 | 143.82 |
| Orange | 63,646.30 | 54,640.53 | 3,060.16 | 75,124.10 | 1,698.50 | 44,524.39 |
| Osceola | 40,100.45 | 18,500.00 | 17,084.25 | 36,328.84 | 35,690.38 | 3,665.48 |
| Palm Beach | 72,860.55 | 36,481.50 | 27,749.86 | 76,987.13 | 13,937.16 | 46,167.62 |
| Pasco | 33,492.78 | 2,763.40 | 16,879.92 | 37,537.28 | 11,605.94 | 3,992.88 |
| Pinellas | 100,327.84 | 35,100.00 | 1,770.42 | 110,573.34 | 7,886.20 | 18,738.72 |
| Polk | 152,659.26 | 48,031.94 | 14,294.97 | 110,300.12 | 39,666.47 | 65,019.58 |
| Putnam | 37,394.48 | ..... | 6,242.91 | 36,072.06 | 4,738.25 | 2,827.08 |
| St. Johns | 37,682.83 | ..... | 24,709.79 | 45,728.78 | 15,986.17 | 677.67 |
| St. Lucie | 53,869.94 | 75,409.00 | 78,501.80 | 56,017.60 | 77,767.14 | 73,996.00 |
| Santa Rosa | 57,518.29 | ..... | 1,991.47 | 41,128.18 | 12,931.41 | 5,450.17 |
| Seminole | 29,269.61 | ..... | 8,439.99 | 34,774.21 | ..... | 2,935.39 |
| Sumter | 32,905.53 | 11,612.52 | 22,393.36 | 36,788.76 | 15,089.59 | 15,033.06 |
| Suwannee | 44,446.75 | ..... | 4,112.06 | 36,448.02 | 8,875.26 | 3,235.53 |
| Taylor | 29,858.74 | ..... | 10,407.77 | 26,795.65 | 8,431.89 | 5,038.97 |
| Volusia | 97,120.90 | ..... | 1,643.14 | 71,023.90 | 1,643.14 | 26,097.00 |
| Wakulla | 11,277.99 | 2,886.00 | 2,788.20 | 9,967.84 | 6,427.98 | 556.37 |
| Walton | 39,486.80 | 10,000.00 | 6,612.27 | 32,864.48 | 14,821.83 | 8,412.76 |
| Washington .. | 35,106.77 | ..... | 588.73 | 29,628.17 | 2,334.97 | 3,732.36 |

* The sum of first three columns (Debits) equals the sum of last three columns (Credits), each being \$4,692,086.01.

TABLE XXII.—School Expenditure by Races.

| 1913-1914. Counties. | White. | | | Negro. | | |
|-------------------------|----------------|------------------------|---|--------------|------------------------|---|
| | Total. | For Schools Proper. | For Adminis- tration Prorated On Cost of Schools Proper. | Total. | For Schools Proper. | For Adminis- tration Prorated On Cost of Schools Proper. |
| The State | \$2,511,242.00 | \$2,048,348.38 | \$462,893.62 | \$258,093.27 | \$218,442.07 | \$39,651.20 |
| Alachua | 73,920.14 | 60,984.69 | 12,935.45 | 9,564.09 | 7,891.47 | 1,672.62 |
| Baker | 14,819.87 | 11,256.36 | 3,563.51 | 490.58 | 372.55 | 118.03 |
| Bay | 16,302.75 | 13,360.13 | 2,942.62 | 1,452.15 | 1,190.00 | 262.15 |
| Bradford | 34,349.36 | 29,240.69 | 5,108.67 | 2,645.66 | 2,236.22 | 409.44 |
| Brevard | 32,385.54 | 28,549.18 | 4,836.36 | 3,771.46 | 3,225.46 | 546.00 |
| Calhoun | 15,710.27 | 12,018.87 | 3,691.40 | 862.72 | 660.00 | 202.72 |
| Citrus | 21,359.08 | 17,259.88 | 4,099.20 | 495.21 | 400.00 | 95.21 |
| Clay | 19,940.16 | 16,206.46 | 3,733.70 | 2,736.49 | 2,223.98 | 512.51 |
| Columbia | 31,047.76 | 27,840.13 | 3,207.63 | 4,297.61 | 3,853.57 | 444.04 |
| Dade | 117,115.84 | 103,582.20 | 13,533.64 | 6,250.98 | 5,528.18 | 722.80 |
| DeSoto | 65,739.34 | 59,186.67 | 6,552.67 | 1,277.59 | 1,150.00 | 127.59 |
| Duval | 168,007.82 | 154,704.96 | 13,302.86 | 30,543.34 | 28,125.50 | 2,417.84 |
| Escambia | 78,535.43 | 66,724.25 | 11,811.18 | 16,185.48 | 13,750.88 | 2,434.60 |
| Franklin | 10,005.64 | 7,992.26 | 2,013.38 | 1,749.31 | 1,397.35 | 351.96 |
| Gadsden | 26,795.68 | 24,890.90 | 1,904.78 | 3,936.90 | 3,657.05 | 279.85 |
| Hamilton | 19,646.27 | 16,859.58 | 2,786.69 | 1,071.92 | 920.00 | 151.92 |
| Hernando | 19,017.06 | 14,995.78 | 4,021.28 | 2,578.94 | 2,033.70 | 545.24 |
| Hillsborough | 388,109.02 | 208,378.80 | 179,730.22 | 17,227.71 | 9,250.13 | 7,977.58 |
| Holmes | 25,294.22 | 22,432.15 | 2,862.07 | 392.46 | 348.00 | 44.46 |
| Jackson | 51,877.95 | 44,457.99 | 7,419.96 | 9,579.32 | 8,208.90 | 1,370.42 |
| Jefferson | 36,720.45 | 34,233.13 | 2,487.32 | 3,595.63 | 3,352.05 | 243.58 |
| LaFayette | 27,658.33 | 25,045.09 | 2,613.24 | 1,238.89 | 1,121.85 | 117.04 |
| Lake | 38,012.66 | 34,307.02 | 3,705.64 | 4,057.54 | 3,662.21 | 395.33 |
| Lee | 34,465.35 | 29,346.71 | 5,118.64 | 493.20 | 420.00 | 73.20 |
| Leon | 28,418.92 | 23,352.97 | 5,065.95 | 10,235.67 | 8,411.07 | 1,824.60 |
| Levy | 31,060.19 | 24,615.12 | 6,445.07 | 4,766.65 | 3,777.54 | 989.11 |
| Liberty | 11,583.36 | 9,183.09 | 2,400.27 | 1,041.38 | 825.56 | 215.82 |
| Madison | 24,769.90 | 20,268.50 | 4,501.40 | 2,842.33 | 2,325.80 | 516.53 |
| Manatee | 100,120.44 | 77,791.03 | 22,329.41 | 2,250.33 | 1,748.50 | 501.83 |
| Marion | 82,285.67 | 74,842.70 | 7,442.97 | 17,819.28 | 16,207.55 | 1,611.73 |
| Monroe | 21,452.84 | 17,038.32 | 4,414.52 | 4,484.42 | 3,561.60 | 922.82 |
| Nassau | 21,350.89 | 18,584.25 | 2,766.64 | 6,433.37 | 5,600.89 | 832.48 |
| Orange | 68,891.88 | 62,041.47 | 6,850.41 | 6,232.22 | 5,612.50 | 619.72 |
| Osceola | 34,337.92 | 28,356.77 | 5,981.15 | 1,990.92 | 1,644.15 | 346.77 |
| Palm Beach | 71,832.30 | 64,979.43 | 6,852.87 | 5,154.83 | 4,662.96 | 491.87 |
| Pasco | 36,397.93 | 30,650.23 | 5,747.70 | 1,139.35 | 958.55 | 180.80 |
| Pinellas | 101,447.17 | 88,026.47 | 13,420.70 | 9,126.17 | 8,069.62 | 1,056.55 |
| Polk | 102,384.70 | 94,740.87 | 7,643.83 | 7,915.42 | 7,324.50 | 590.92 |
| Putnam | 28,399.22 | 25,207.65 | 3,191.57 | 7,672.84 | 6,810.60 | 862.24 |
| St. Johns | 38,990.33 | 29,938.33 | 9,052.00 | 6,733.45 | 5,174.05 | 1,564.40 |
| St. Lucie | 51,597.94 | 43,628.18 | 7,969.76 | 4,419.66 | 3,737.01 | 682.65 |
| Santa Rosa | 39,224.77 | 34,708.87 | 4,515.90 | 1,903.41 | 1,684.27 | 219.14 |
| Seminole | 29,387.86 | 27,027.69 | 2,360.17 | 5,386.35 | 4,953.75 | 432.60 |
| Sumter | 34,615.85 | 30,514.80 | 4,101.05 | 2,172.91 | 1,915.50 | 257.41 |
| Suwannee | 31,511.76 | 25,618.22 | 5,893.54 | 4,936.26 | 4,013.07 | 923.19 |
| Taylor | 26,251.65 | 21,412.76 | 4,838.89 | 544.00 | 443.74 | 100.26 |
| Volusia | 63,735.89 | 58,680.15 | 5,055.74 | 7,288.01 | 6,709.99 | 578.02 |
| Wakulla | 8,241.09 | 6,919.34 | 1,321.75 | 1,726.75 | 1,450.00 | 276.75 |
| Walton | 31,552.81 | 28,240.14 | 3,312.67 | 1,311.67 | 1,174.00 | 137.67 |
| Washington | 28,562.73 | 18,127.25 | 5,435.48 | 6,065.44 | 4,666.25 | 1,399.19 |

TABLE XXIII.—School Expenditure Per Capita; of Population, of Youth of School Age, of Pupils Enrolled, of Pupils in Daily Attendance. Amounts are given in dollars and cents, the \$ being omitted.

| 1913-1914. Counties. | Of Population. | | | Of Youth of School Age. | | | Of Pupils Enrolled. | | | Of Pupils in Daily Attendance. | | |
|-------------------------|----------------|--------|--------|----------------------------|--------|--------|------------------------|--------|--------|--------------------------------------|--------|--------|
| | Both. | White. | Negro. | Both. | White. | Negro. | Both. | White. | Negro. | Both. | White. | Negro. |
| The State | 3.19 | 4.71 | .77 | 10.06 | 15.10 | 2.37 | 15.69 | 21.39 | 4.32 | 21.88 | 30.42 | 5.86 |
| Alachua | 2.39 | 4.69 | .50 | 6.89 | 14.05 | 1.39 | 11.88 | 18.48 | 3.16 | 16.02 | 25.21 | 6.25 |
| Baker | 3.11 | 3.94 | .42 | 7.77 | 9.81 | 1.07 | 10.64 | 12.22 | 2.17 | 16.94 | 19.87 | 3.11 |
| Bay | 2.36 | 3.06 | .67 | 6.08 | 7.84 | 1.73 | 8.86 | 10.33 | 3.41 | 13.62 | 15.84 | 5.30 |
| Bradford | 2.39 | 3.08 | .61 | 6.42 | 8.14 | 1.75 | 9.87 | 11.70 | 3.26 | 15.71 | 20.84 | 5.08 |
| Brevard | 6.82 | 8.65 | 2.37 | 18.39 | 22.11 | 7.40 | 24.86 | 28.51 | 10.36 | 33.32 | 39.00 | 14.56 |
| Calhoun | 2.02 | 2.64 | .38 | 5.13 | 7.34 | .79 | 9.27 | 10.81 | 2.58 | 13.90 | 16.58 | 3.52 |
| Citrus | 3.07 | 6.39 | .14 | 10.56 | 15.04 | .76 | 18.40 | 23.96 | 1.95 | 24.40 | 30.96 | 2.40 |
| Clay | 3.33 | 4.88 | 1.00 | 10.40 | 14.45 | 3.42 | 16.66 | 20.26 | 7.26 | 24.62 | 30.68 | 10.09 |
| Columbia | 1.87 | 3.10 | .49 | 5.14 | 9.24 | 1.22 | 8.31 | 14.49 | 2.04 | 11.77 | 21.25 | 2.77 |
| Dade | 6.97 | 9.88 | 1.07 | 22.97 | 28.67 | 5.00 | 31.64 | 36.18 | 9.49 | 43.44 | 49.08 | 13.77 |
| DeSoto | 3.84 | 4.52 | .41 | 10.71 | 12.76 | 1.15 | 14.28 | 15.02 | 4.07 | 20.33 | 21.45 | 5.53 |
| Duval | 2.18 | 3.60 | .69 | 9.26 | 16.21 | 2.76 | 16.49 | 20.88 | 7.65 | 20.91 | 26.88 | 9.31 |
| Escambia | 2.27 | 3.02 | 1.04 | 7.97 | 10.72 | 3.54 | 12.94 | 16.32 | 6.46 | 16.69 | 21.13 | 7.83 |
| Franklin | 2.16 | 3.35 | .71 | 7.78 | 11.91 | 2.61 | 13.99 | 20.42 | 5.00 | 20.13 | 30.88 | 7.49 |
| Gadsden | 1.23 | 2.76 | .26 | 3.89 | 10.85 | .73 | 6.02 | 14.76 | 1.20 | 8.39 | 20.24 | 1.69 |
| Hamilton | 1.74 | 3.00 | .20 | 4.81 | 8.40 | .54 | 9.48 | 13.19 | 1.54 | 12.50 | 17.57 | 1.99 |
| Hernando | 3.90 | 6.77 | .94 | 11.93 | 20.67 | 2.90 | 18.21 | 25.66 | 5.80 | 25.71 | 35.63 | 8.35 |
| Hillsboro | 5.09 | 6.04 | 1.11 | 20.35 | 26.46 | 3.30 | 36.36 | 40.96 | 10.31 | 45.48 | 52.75 | 12.89 |
| Holmes | 1.95 | 2.14 | .29 | 5.79 | 6.14 | 1.23 | 7.89 | 8.06 | 3.35 | 12.71 | 13.13 | 4.18 |
| Jefferson | 1.91 | 3.04 | .63 | 4.99 | 8.29 | 1.48 | 6.94 | 10.52 | 2.44 | 10.51 | 16.17 | 3.71 |
| Jefferson | 2.30 | 8.40 | .27 | 5.96 | 24.98 | .66 | 10.43 | 36.53 | 1.26 | 13.53 | 54.97 | 1.51 |
| LaFayette | 3.78 | 4.69 | .83 | 11.07 | 12.69 | 2.88 | 17.20 | 18.22 | 5.71 | 29.09 | 32.65 | 8.66 |
| Lake | 4.06 | 5.92 | 1.03 | 13.27 | 17.76 | 3.94 | 17.04 | 21.93 | 5.51 | 24.85 | 31.65 | 8.25 |
| Lee | 4.31 | 5.06 | .38 | 14.21 | 16.34 | 1.41 | 20.79 | 21.89 | 3.23 | 29.36 | 32.36 | 3.91 |
| Leon | 1.99 | 5.79 | .71 | 5.82 | 17.86 | 2.03 | 5.73 | 22.43 | 1.93 | 7.61 | 32.12 | 2.44 |
| Levy | 3.26 | 4.70 | 1.09 | 10.21 | 15.80 | 3.22 | 14.78 | 21.30 | 4.94 | 22.36 | 32.09 | 7.52 |
| Liberty | 2.31 | 3.60 | .46 | 6.82 | 11.14 | 1.29 | 11.99 | 14.55 | 4.05 | 17.80 | 22.36 | 5.48 |
| Madison | 1.59 | 3.13 | .30 | 4.25 | 7.92 | .85 | 5.61 | 10.24 | 1.13 | 8.68 | 17.54 | 1.61 |
| Manatee | 8.24 | 10.28 | .84 | 22.35 | 27.89 | 2.27 | 33.10 | 38.46 | 4.59 | 45.37 | 51.72 | 7.03 |
| Marion | 3.64 | 7.28 | 1.08 | 9.91 | 21.37 | 2.69 | 13.81 | 28.66 | 4.07 | 19.66 | 40.02 | 5.90 |
| Monroe | 1.09 | 1.28 | .63 | 3.62 | 4.02 | 2.46 | 11.63 | 13.16 | 7.46 | 19.00 | 21.74 | 11.96 |
| Nassau | 2.47 | 4.02 | 1.16 | 7.51 | 11.93 | 3.37 | 11.90 | 16.34 | 6.26 | 16.67 | 22.76 | 8.83 |
| Orange | 5.39 | 7.13 | 1.45 | 16.66 | 23.84 | 3.85 | 24.76 | 32.96 | 6.60 | 35.33 | 46.70 | 9.54 |
| Osceola | 5.67 | 6.53 | 1.73 | 15.53 | 18.26 | 4.33 | 21.68 | 24.56 | 7.16 | 28.82 | 32.89 | 9.21 |
| Palm Beach | 8.34 | 12.58 | 1.46 | 27.59 | 39.25 | 5.37 | 40.08 | 55.13 | 8.34 | 54.60 | 73.91 | 11.72 |
| Pasco | 4.63 | 6.61 | .44 | 14.11 | 17.01 | 2.19 | 19.20 | 21.85 | 3.94 | 26.98 | 31.03 | 5.23 |
| Pinellas | 4.24 | 4.65 | 2.14 | 19.70 | 21.22 | 6.81 | 30.05 | 32.72 | 15.74 | 37.51 | 41.50 | 18.02 |
| Polk | 3.57 | 4.73 | .85 | 11.68 | 14.06 | 3.81 | 15.83 | 17.78 | 6.53 | 21.61 | 24.89 | 8.02 |
| Putnam | 2.65 | 4.30 | 1.10 | 8.41 | 13.71 | 3.46 | 11.45 | 18.30 | 4.80 | 16.50 | 27.73 | 6.60 |
| St Johns | 3.06 | 4.41 | 1.10 | 10.99 | 14.72 | 4.46 | 20.11 | 25.65 | 8.94 | 27.04 | 35.61 | 11.31 |
| St. Lucie | 7.17 | 8.29 | 2.78 | 24.68 | 28.35 | 9.82 | 38.90 | 44.37 | 15.96 | 51.07 | 59.17 | 19.20 |
| Santa Rosa | 2.49 | 3.32 | .41 | 6.72 | 8.13 | 1.48 | 10.31 | 11.80 | 2.85 | 14.63 | 16.28 | 4.23 |
| Seminole | 4.22 | 5.74 | 1.73 | 12.92 | 18.84 | 4.77 | 19.89 | 28.72 | 7.41 | 25.63 | 35.10 | 10.36 |
| Sumter | 5.32 | 7.51 | .94 | 12.77 | 18.12 | 2.24 | 18.19 | 24.16 | 3.69 | 27.49 | 35.83 | 5.84 |
| Suwannee | 1.81 | 2.70 | .58 | 4.64 | 7.65 | 1.32 | 7.45 | 10.61 | 2.52 | 11.03 | 15.72 | 3.70 |
| Taylor | 3.09 | 4.62 | .18 | 9.85 | 11.99 | 1.03 | 16.87 | 18.96 | 2.68 | 29.13 | 33.40 | 4.06 |
| Volusia | 3.60 | 5.27 | .95 | 11.57 | 18.69 | 3.25 | 18.63 | 25.44 | 5.57 | 25.22 | 35.00 | 7.32 |
| Wakulla | 2.08 | 3.41 | .73 | 4.38 | 8.96 | 1.75 | 7.34 | 12.35 | 1.78 | 10.98 | 18.77 | 3.90 |
| Walton | 1.71 | 2.09 | .23 | 4.81 | 6.80 | .89 | 8.51 | 9.59 | 2.49 | 13.40 | 15.41 | 3.21 |
| Washington | 2.41 | 2.90 | 1.46 | 4.44 | 6.47 | 4.00 | 8.87 | 10.76 | 5.26 | 13.57 | 17.53 | 8.33 |

TABLE XXIV.—(a) Visits to Schools One Hour or Longer by County Supt., and Comparison of His Salary With the Total Salaries of His Teachers. (b) Number of Pupils Transported and Cost Per Pupil.

| 1913-1914 Counties. | County Superintendent | | | Transportation of Pupils. | | |
|------------------------|-----------------------|--------|--------|----------------------------------|---------------------------------------|--------------------|
| | Visits to Schools | | | Paid for Trans- portation. | Number Pupils Trans- ported. | Cost Per Pupil. |
| | Both. | White. | Negro. | | | |
| The State | 3,650 | 3,089 | 561 | 4.4 | \$37,920.84 | \$ * |
| Alachua | 105 | 84 | 21 | 3.2 | 401.95 | * |
| Baker | 80 | 75 | 5 | 8.9 | 176.06 | 26 6.77 |
| Bay | 12 | 12 | ..... | 9.0 | ..... | ..... |
| Bradford | 67 | 60 | 7 | 4.4 | 458.45 | 36 12.73 |
| Brevard | 38 | 29 | 9 | 5.4 | 1,957.00 | 88 22.24 |
| Calhoun | 51 | 50 | 1 | 10.5 | ..... | ..... |
| Citrus | 64 | 54 | 10 | 8.7 | 440.76 | * |
| Clay | 88 | 80 | 8 | 8.5 | 352.05 | 10 35.20 |
| Columbia | 102 | 81 | 21 | 5.8 | 236.00 | 41 5.51 |
| Dade | 43 | 43 | ..... | 3.1 | 1,776.00 | 376 4.98 |
| DeSoto | 134 | 130 | 4 | 3.4 | 314.00 | 54 5.81 |
| Duval | 28 | 28 | ..... | 1.9 | 4,085.60 | 130 31.43 |
| Escambia | 100 | 77 | 23 | 3.2 | 430.62 | 45 9.57 |
| Franklin | 13 | 13 | ..... | 7.1 | ..... | ..... |
| Gadsden | 7 | 6 | 1 | 4.7 | ..... | 12 † |
| Hamilton | 91 | 91 | ..... | 7.8 | ..... | ..... |
| Hernando | 65 | 48 | 17 | 9.1 | 31.00 | 5 6.20 |
| Hillsboro | 273 | 255 | 18 | 2.4 | 877.55 | * |
| Holmes | 59 | 58 | 1 | 6.2 | ..... | ..... |
| Jackson | 111 | 74 | 37 | 3.3 | ..... | ..... |
| Jefferson | 174 | 77 | 97 | 5.2 | 4,355.15 | 291 14.97 |
| LaFayette | 31 | 31 | ..... | 6.5 | 152.55 | * |
| Lake | 88 | 71 | 17 | 4.0 | 362.51 | 24 15.10 |
| Lee | 45 | 44 | 1 | 6.5 | 388.56 | 36 10.79 |
| Leon | 56 | 34 | 22 | 5.9 | 370.20 | 30 12.34 |
| Levy | 63 | 46 | 17 | 4.9 | 219.73 | 16 13.73 |
| Liberty | 33 | 28 | 5 | 10.7 | ..... | ..... |
| Madison | 77 | 74 | 3 | 5.8 | 657.50 | 61 10.74 |
| Manatee | 37 | 37 | ..... | 3.8 | 366.00 | 8 45.75 |
| Marion | 36 | 26 | 10 | 3.1 | 74.00 | * |
| Monroe | 11 | 7 | 4 | 8.4 | ..... | ..... |
| Nassau | 51 | 43 | 8 | 5.8 | ..... | ..... |
| Orange | 103 | 74 | 29 | 4.5 | 2,699.20 | 117 23.07 |
| Osceola | 13 | 13 | ..... | 6.0 | 188.05 | * |
| Palm Beach | 36 | 34 | 2 | 4.9 | 4,117.90 | 84 20.23 |
| Pasco | 56 | 55 | 1 | 2.1 | 1,700.98 | * |
| Pinellas | 112 | 112 | ..... | 3.7 | 1,334.50 | 47 28.40 |
| Polk | 118 | 98 | 20 | 2.9 | ..... | ..... |
| Putnam | 33 | 23 | 10 | 5.4 | 1,372.80 | 118 11.63 |
| St. Johns | 26 | 23 | 3 | 5.1 | 230.00 | 6 28.33 |
| St. Lucie | 82 | 69 | 13 | 8.1 | 1,846.25 | 69 26.76 |
| Santa Rosa | 139 | 126 | 13 | 4.9 | ..... | ..... |
| Seminole | 59 | 42 | 17 | 5.3 | 2,529.00 | 186 14.62 |
| Sumter | 76 | 63 | 13 | 6.0 | 157.06 | * |
| Suwannee | 111 | 108 | 3 | 4.8 | ..... | ..... |
| Taylor | 91 | 90 | 1 | 7.5 | 1,770.75 | 106 16.71 |
| Volusia | 111 | 85 | 26 | 3.4 | 1,345.11 | 84 16.01 |
| Wakulla | 86 | 67 | 19 | 7.9 | ..... | ..... |
| Walton | 90 | 82 | 8 | 5.5 | 146.00 | * |
| Washington | 75 | 59 | 16 | 5.5 | ..... | ..... |

*Not obtainable, because the County Superintendent failed to give number of pupils transported.

†Not obtainable, because the County Superintendent failed to give amount paid for transportation.

TABLE XXV.—Number and Kind of School Buildings Owned by Boards, and Number of Rooms.

| 1913-1914 Counties. | Public School Buildings. | | | | | | | | | Number of Rooms. | | |
|------------------------|--------------------------|--------|--------|--------|--------|--------|-----------|--------|--------|---------------------|--------|--------|
| | Frame. | | | Brick. | | | Concrete. | | | Total. | White. | Negro. |
| | Total. | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | | | |
| The State ... | 2628 | 2519 | 1859 | 660 | 79 | 77 | 2 | 26 | 26 | 5024 | 3928 | 1096 |
| Alachua | 105 | 99 | 61 | 38 | 6 | 6 | | | | 209 | 142 | 67 |
| Baker | 33 | 33 | 28 | 5 | | | | | | 52 | 44 | 8 |
| Bay | 49 | 49 | 37 | 12 | | | | | | 71 | 53 | 18 |
| Bradford | 50 | 48 | 40 | 8 | 2 | 2 | | | | 99 | 89 | 10 |
| Brevard | 35 | 35 | 28 | 7 | | | | | | 60 | 44 | 16 |
| Calhoun | 42 | 38 | 32 | 6 | | | | | | 55 | 47 | 8 |
| Citrus | 34 | 23 | 18 | 5 | 1 | 1 | | | | 49 | 44 | 5 |
| Clay | 33 | 32 | 28 | 4 | 1 | 1 | | | | 52 | 44 | 8 |
| Columbia | 72 | 71 | 48 | 23 | 1 | 1 | | | | 112 | 82 | 30 |
| Dade | 36 | 30 | 24 | 6 | | | | 6 | 6 | 120 | 106 | 14 |
| DeSoto | 78 | 75 | 71 | 4 | 1 | 1 | | 2 | 2 | 148 | 141 | 7 |
| Duval | 74 | 64 | 34 | 30 | 10 | 8 | 2 | | | 324 | 243 | 81 |
| Escambia | 56 | 55 | 49 | 6 | | | | 1 | 1 | 72 | 139 | 33 |
| Franklin | 7 | 7 | 5 | 2 | | | | | | 24 | 16 | 8 |
| Gadsden | 66 | 64 | 24 | 40 | 2 | 2 | | | | 105 | 63 | 42 |
| Hamilton | 62 | 61 | 45 | 16 | 1 | 1 | | | | 88 | 70 | 18 |
| Hernando | 25 | 24 | 16 | 8 | 1 | 1 | | | | 40 | 28 | 12 |
| Hillsboro | 97 | 84 | 67 | 17 | 12 | 12 | | 1 | 1 | 274 | 239 | 35 |
| Holmes | 58 | 58 | 54 | 4 | | | | | | 85 | 81 | 4 |
| Jackson | 125 | 123 | 76 | 47 | 2 | 2 | | | | 204 | 139 | 65 |
| Jefferson | 23 | 23 | 16 | 7 | | | | | | 49 | 29 | 10 |
| LaFayette | 51 | 49 | 44 | 5 | 1 | 1 | | 1 | 1 | 62 | 56 | 6 |
| Lake | 52 | 49 | 37 | 12 | 2 | 2 | | 1 | 1 | 88 | 72 | 16 |
| Lee | 32 | 31 | 30 | 1 | 1 | 1 | | | | 56 | 52 | 4 |
| Leon | 85 | 84 | 39 | 45 | 1 | 1 | | | | 127 | 74 | 53 |
| Levy | 57 | 57 | 42 | 15 | | | | | | 75 | 55 | 20 |
| Liberty | 20 | 20 | 18 | 2 | | | | | | 32 | 28 | 4 |
| Madison | 64 | 61 | 54 | 7 | 3 | 3 | | | | 98 | 88 | 10 |
| Manatee | 52 | 43 | 37 | 6 | 7 | 7 | | 2 | 2 | 140 | 111 | 29 |
| Marion | 113 | 112 | 61 | 51 | 1 | 1 | | | | 177 | 98 | 79 |
| Monroe | 10 | 9 | 8 | 1 | | | | 1 | 1 | 45 | 36 | 9 |
| Nassau | 59 | 56 | 39 | 17 | 3 | 3 | | | | 84 | 59 | 25 |
| Orange | 46 | 45 | 28 | 17 | 1 | 1 | | | | 106 | 68 | 38 |
| Osceola | 26 | 24 | 20 | 4 | 2 | 2 | | | | 53 | 47 | 6 |
| Palm Beach | 19 | 13 | 7 | 6 | | | | 6 | 6 | 70 | 56 | 14 |
| Pasco | 35 | 34 | 29 | 5 | 1 | 1 | | | | 63 | 56 | 7 |
| Pinellas | 26 | 21 | 17 | 4 | 3 | 3 | | 2 | 2 | 82 | 65 | 17 |
| Polk | 97 | 92 | 78 | 14 | 5 | 5 | | | | 213 | 182 | 31 |
| Putnam | 62 | 61 | 36 | 25 | | | | 1 | 1 | 103 | 65 | 38 |
| St. Johns | 32 | 31 | 25 | 6 | 1 | 1 | | | | 65 | 50 | 15 |
| St. Lucie | 35 | 35 | 28 | 7 | | | | | | 58 | 49 | 9 |
| Santa Rosa | 92 | 92 | 80 | 12 | | | | | | 120 | 107 | 13 |
| Seminole | 20 | 18 | 11 | 7 | 2 | 2 | | | | 68 | 48 | 20 |
| Sumter | 32 | 30 | 20 | 10 | 1 | 1 | | | 1 | 71 | 57 | 14 |
| Suwannee | 103 | 103 | 69 | 34 | | | | | | 131 | 92 | 39 |
| Taylor | 34 | 33 | 31 | 2 | 1 | 1 | | | | 56 | 53 | 3 |
| Volusia | 55 | 53 | 36 | 17 | 1 | 1 | | 1 | 1 | 139 | 107 | 32 |
| Wakulla | 34 | 34 | 22 | 12 | | | | | | 41 | 27 | 14 |
| Walton | 85 | 84 | 71 | 13 | 1 | 1 | | | | 135 | 116 | 19 |
| Washington | 50 | 49 | 41 | 8 | 1 | 1 | | | | 74 | 61 | 13 |

*Includes 4 log houses.

TABLE XXVI.—Patent Desks and Blackboards in the Schools.

| 1913-1914. Counties. | Patent Desks in Use. | | | | | | Good Blackboards. (Square Yards.) | | | |
|-------------------------|----------------------|--------|--------|---------|--------|--------|---|--------|--------|-------|
| | Single. | | | Double. | | | | | | |
| | Total. | White. | Negro. | Total. | White. | Negro. | Total. | White. | Negro. | |
| The State... | 106,540 | 66,602 | 63,219 | 3,383 | 39,938 | 31,201 | 8,737 | 59,985 | 51,559 | 8,426 |
| Alachua | 3,919 | 1,684 | 1,611 | 73 | 2,235 | 1,659 | 576 | 2,253 | 1,787 | 466 |
| Baker | 841 | 100 | 80 | 20 | 741 | 676 | 65 | 1,514 | 1,489 | 25 |
| Bay | 659 | 280 | 280 | ..... | 379 | 342 | 37 | 224 | 208 | 16 |
| Bradford | 1,583 | 796 | 744 | 52 | 787 | 716 | 71 | 1,713 | 1,652 | 61 |
| Brevard | 1,465 | 1,274 | 1,209 | 65 | 191 | 91 | 100 | 600 | 544 | 56 |
| Calhoun | 915 | 874 | 872 | 2 | 41 | 41 | ..... | 798 | 710 | 88 |
| Citrus | 776 | 200 | 200 | ..... | 576 | 476 | 100 | 524 | 493 | 31 |
| Clay | 1,047 | 313 | 313 | ..... | 734 | 588 | 146 | 427 | 327 | 100 |
| Columbia | 1,629 | 451 | 428 | 23 | 1,178 | 1,086 | 92 | 1,171 | 921 | 250 |
| Dade | 3,758 | 3,572 | 3,204 | 368 | 186 | 152 | 34 | 1,819 | 1,683 | 136 |
| DeSoto | 3,583 | 1,943 | 1,918 | 25 | 1,640 | 1,546 | 94 | 769 | 734 | 35 |
| Duval | 14,425 | 11,781 | 11,636 | 145 | 2,644 | 934 | 1,710 | 4,662 | 3,790 | 872 |
| Escambia | 4,865 | 2,748 | 2,524 | 224 | 2,117 | 1,361 | 756 | 2,364 | 1,716 | 648 |
| Franklin | 400 | 271 | 265 | 6 | 129 | 104 | 25 | 325 | 160 | 65 |
| Gadsden | 1,111 | 577 | 577 | ..... | 534 | 534 | ..... | 1,041 | 785 | 256 |
| Hamilton | 1,135 | 402 | 402 | ..... | 733 | 733 | ..... | 1,092 | 1,092 | ..... |
| Hernando | 703 | 408 | 398 | 10 | 295 | 283 | 12 | 315 | 248 | 67 |
| Hillsboro | 7,934 | 5,123 | 5,062 | 61 | 2,811 | 2,342 | 469 | 4,598 | 4,367 | 231 |
| Holmes | 1,446 | 716 | 716 | ..... | 730 | 730 | ..... | 442 | 442 | ..... |
| Jackson | 3,841 | 3,626 | 3,576 | 50 | 215 | 205 | 10 | 1,478 | 1,354 | 124 |
| Jefferson | 937 | 486 | 406 | 80 | 451 | 288 | 163 | 481 | 380 | 101 |
| LaFayette | 1,083 | 77 | 64 | 13 | 1,006 | 980 | 26 | 536 | 490 | 46 |
| Lake | 907 | 330 | 320 | 10 | 577 | 485 | 92 | 1,184 | 1,063 | 121 |
| Lee | 1,690 | 1,446 | 1,423 | 23 | 244 | 177 | 67 | 811 | 799 | 12 |
| Leon | 1,440 | 732 | 732 | ..... | 708 | 433 | 275 | 2,477 | 1,814 | 663 |
| Levy | 458 | 76 | 76 | ..... | 382 | 382 | ..... | 666 | 494 | 172 |
| Liberty | 824 | 682 | 610 | 72 | 142 | 122 | 20 | 218 | 200 | 18 |
| Madison | 2,110 | 1,165 | 1,165 | ..... | 945 | 650 | 295 | 1,205 | 1,090 | 115 |
| Manatee | 2,485 | 1,585 | 1,551 | 34 | 900 | 748 | 152 | 1,338 | 1,238 | 100 |
| Marion | 3,548 | 1,745 | 1,565 | 180 | 1,803 | 843 | 960 | 2,810 | 2,066 | 744 |
| Monroe | 1,314 | 615 | 615 | ..... | 699 | 389 | 310 | 497 | 347 | 150 |
| Nassau | 1,167 | 602 | 440 | 162 | 565 | 440 | 125 | 771 | 381 | 390 |
| Orange | 1,602 | 1,170 | 1,161 | 9 | 432 | 229 | 203 | 750 | 725 | 25 |
| Osceola | 1,092 | 789 | 789 | ..... | 303 | 303 | ..... | 469 | 425 | 44 |
| Palm Beach | 1,672 | 1,640 | 1,294 | 346 | 32 | 10 | 22 | 3,544 | 3,354 | 190 |
| Pasco | 883 | 206 | 206 | ..... | 677 | 619 | 58 | 411 | 361 | 50 |
| Pinellas | 2,023 | 1,634 | 1,634 | ..... | 389 | 389 | ..... | 652 | 652 | ..... |
| Polk | 4,712 | 2,937 | 2,859 | 78 | 1,775 | 1,638 | 137 | 2,399 | 2,224 | 175 |
| Putnam | 2,200 | 2,052 | 1,557 | 495 | 148 | 85 | 63 | 1,244 | 919 | 325 |
| St. Johns | 1,642 | 1,414 | 1,338 | 76 | 228 | 30 | 198 | 1,721 | 1,430 | 291 |
| St. Lucie | 1,328 | 1,173 | 1,112 | 61 | 153 | 107 | 46 | 728 | 664 | 64 |
| Santa Rosa | 2,097 | 12 | 5 | 7 | 2,085 | 2,081 | 4 | 1,057 | 987 | 70 |
| Seminole | 1,506 | 1,299 | 1,000 | 299 | 207 | 89 | 118 | 848 | 647 | 201 |
| Sumter | 1,690 | 745 | 745 | ..... | 945 | 564 | 381 | 608 | 495 | 113 |
| Suwannee | 2,092 | 167 | 167 | ..... | 1,925 | 1,925 | ..... | 930 | 788 | 142 |
| Taylor | 1,296 | 736 | 736 | ..... | 560 | 500 | 60 | 444 | 415 | 29 |
| Volusia | 3,416 | 2,650 | 2,336 | 314 | 766 | 321 | 445 | 1,918 | 1,478 | 440 |
| Wakulla | 755 | 242 | 242 | ..... | 513 | 293 | 220 | 321 | 253 | 68 |
| Walton | 1,276 | 2 | 2 | ..... | 1,274 | 1,274 | ..... | 508 | 508 | ..... |
| Washington | 1,262 | 1,054 | 1,054 | ..... | 208 | 208 | ..... | 410 | 370 | 40 |

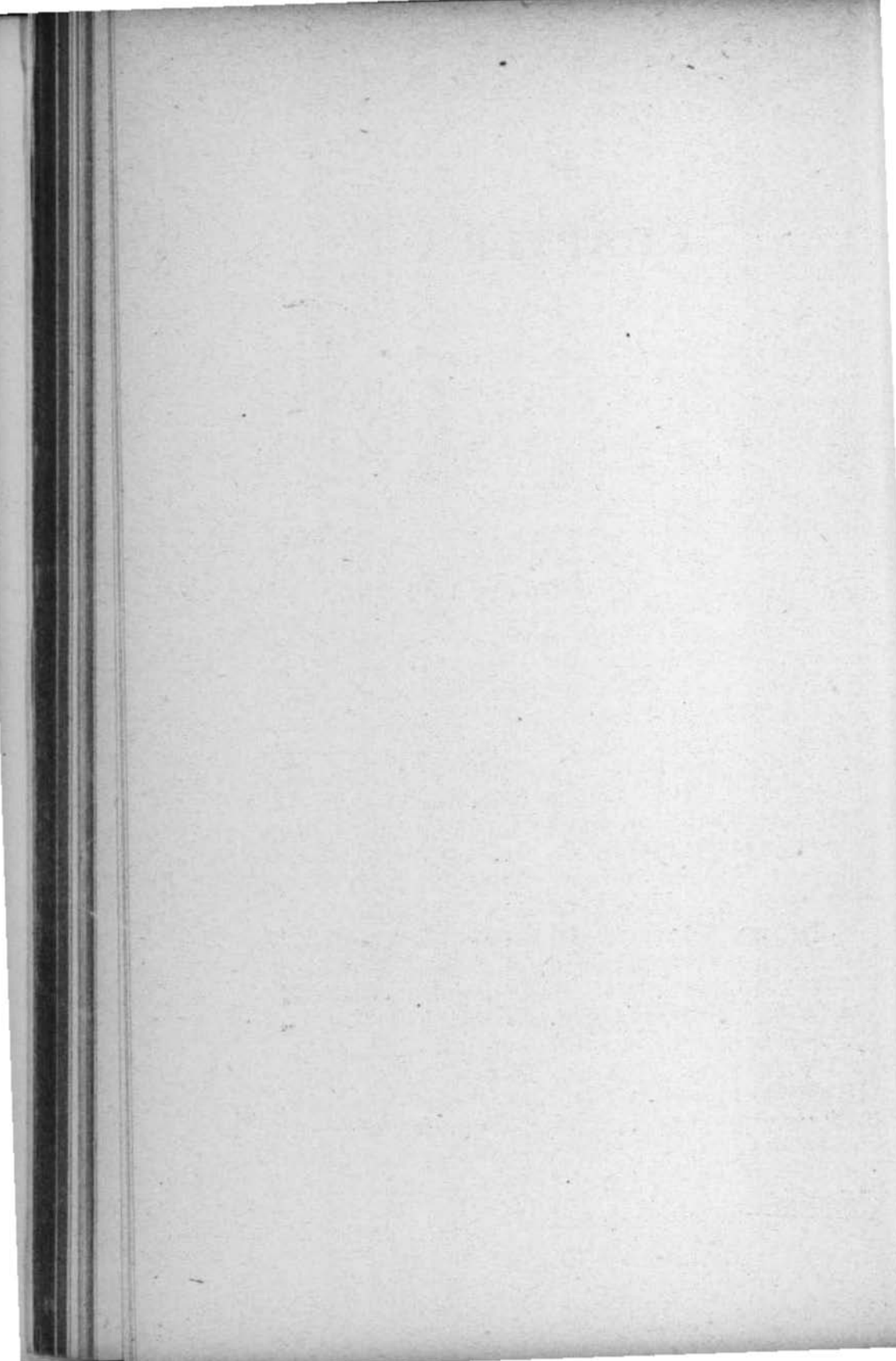
TABLE XXVII—Value of Public School Property, Owned by County Boards and District Trustees.
PART I.—Lots and Buildings.

| 1913-1914. Counties. | Total, Includ- ing Furniture and Apparatus. | Total, Lots and Buildings. | Lots. | | Buildings. | |
|-------------------------|---|-------------------------------|------------|-----------|-------------|------------|
| | | | White. | Negro. | White. | Negro. |
| The State ... | \$4,808,392 | \$4,316,919 | \$ 813,231 | \$ 86,285 | \$3,174,143 | \$ 243,260 |
| Alachua | 250,542 | 229,115 | 56,365 | 10,775 | 144,000 | 17,975 |
| Baker | 15,850 | 13,440 | 960 | 200 | 11,455 | 825 |
| Bay | 19,170 | 17,485 | 3,850 | 165 | 11,405 | 2,065 |
| Bradford | 72,559 | 67,555 | 4,165 | 375 | 60,575 | 2,440 |
| Brevard | 47,489 | 42,510 | 8,560 | 775 | 29,150 | 4,025 |
| Calhoun | 19,151 | 16,590 | 1,650 | 35 | 14,535 | 370 |
| Citrus | 52,510 | 46,870 | 2,750 | 320 | 40,700 | 3,100 |
| Clay | 35,602 | 29,010 | 2,935 | 375 | 22,300 | 3,400 |
| Columbia | 96,415 | 77,915 | 8,070 | 1,830 | 60,800 | 7,215 |
| Dade | 243,608 | 228,130 | 81,950 | 3,230 | 137,700 | 5,250 |
| DeSoto | 119,790 | 101,935 | 20,085 | 575 | 79,425 | 1,850 |
| Duval | 533,930 | 498,610 | 125,310 | 7,400 | 328,700 | 37,200 |
| Escambia | 215,340 | 191,630 | 36,855 | 6,100 | 125,675 | 23,000 |
| Franklin | 16,730 | 13,850 | 2,600 | 800 | 7,450 | 3,000 |
| Gadsden | 56,768 | 51,423 | 11,048 | 300 | 38,000 | 2,075 |
| Hamilton | 44,595 | 38,150 | 4,700 | ..... | 33,450 | ..... |
| Hernando | 31,225 | 26,030 | 2,865 | 165 | 20,550 | 2,450 |
| Hillsboro | 466,786 | 431,047 | 64,197 | 8,245 | 348,340 | 10,265 |
| Holmes | 25,559 | 21,240 | 2,865 | ..... | 18,375 | ..... |
| Jackson | 78,727 | 66,395 | 3,345 | 250 | 58,950 | 3,850 |
| Jefferson | 25,229 | 23,900 | 7,750 | 350 | 13,525 | 2,275 |
| LaFayette | 48,646 | 41,610 | 1,245 | 120 | 39,345 | 900 |
| Lake | 59,995 | 55,160 | 7,455 | 605 | 42,250 | 4,850 |
| Lee | 83,884 | 73,225 | 14,675 | 500 | 56,050 | 2,000 |
| Leon | 108,232 | 95,550 | 6,420 | 2,170 | 70,910 | 16,050 |
| Levy | 27,362 | 22,885 | 1,425 | 135 | 18,325 | 3,000 |
| Liberty | 16,808 | 12,995 | 515 | 20 | 14,845 | 615 |
| Madison | 65,850 | 55,795 | 6,250 | 595 | 46,800 | 2,150 |
| Manatee | 201,728 | 185,995 | 22,495 | 450 | 161,550 | 1,500 |
| Marion | 94,990 | 81,805 | 16,405 | 5,840 | 46,685 | 12,875 |
| Monroe | 110,655 | 106,750 | 40,150 | 10,000 | 51,600 | 5,000 |
| Nassau | 37,857 | 34,495 | 1,635 | 855 | 29,300 | 2,705 |
| Orange | 82,350 | 74,885 | 10,360 | 1,000 | 59,175 | 4,350 |
| Osceola | 55,476 | 49,350 | 7,250 | 500 | 41,000 | 600 |
| Palm Beach | 145,809 | 132,600 | 29,625 | 2,500 | 95,425 | 5,050 |
| Pasco | 38,567 | 34,678 | 5,030 | 350 | 27,998 | 1,300 |
| Pinellas | 161,346 | 145,425 | 35,075 | ..... | 110,350 | ..... |
| Polk | 176,383 | 156,345 | 20,105 | 1,970 | 129,045 | 5,225 |
| Putnam | 60,505 | 53,440 | 10,935 | 5,810 | 28,400 | 8,295 |
| St. Johns | 150,545 | 140,700 | 31,660 | 2,510 | 100,680 | 5,850 |
| St. Lucie | 52,540 | 46,405 | 13,650 | 650 | 29,050 | 3,055 |
| Santa Rosa | 51,060 | 38,425 | 4,175 | 175 | 33,475 | 600 |
| Seminole | 78,364 | 72,455 | 21,000 | 3,280 | 42,975 | 5,200 |
| Sumter | 52,780 | 44,160 | 4,070 | 165 | 38,050 | 1,875 |
| Suwannee | 50,897 | 41,870 | 2,425 | 245 | 34,700 | 4,500 |
| Taylor | 33,810 | 28,670 | 1,160 | 60 | 26,850 | 600 |
| Volusia | 186,199 | 163,915 | 35,010 | 2,930 | 117,900 | 8,075 |
| Wakulla | 14,010 | 11,600 | 540 | 150 | 8,700 | 2,300 |
| Walton | 63,785 | 57,266 | 4,036 | 220 | 52,250 | 760 |
| Washington | 30,384 | 25,545 | 5,580 | 215 | 18,400 | 1,350 |

TABLE XXVII.—Value of Public School Property, Owned by County Boards and District Trustees.

PART II.—Furniture and Apparatus.

| 1913-1914. Counties. | Total, Furniture and Apparatus. | Furniture. | | Apparatus. | |
|-------------------------|------------------------------------|------------|-----------|------------|----------|
| | | White. | Negro. | White. | Negro. |
| The State | \$491,473 | \$363,192 | \$ 36,221 | \$ 87,527 | \$ 4,533 |
| Alachua | 21,427 | 16,230 | 2,706 | 2,464 | 27 |
| Baker | 2,410 | 2,085 | 195 | 130 | ..... |
| Bay | 1,685 | 1,530 | 10 | 145 | ..... |
| Bradford | 5,004 | 4,035 | 123 | 832 | 14 |
| Brevard | 4,979 | 3,614 | 565 | 760 | 40 |
| Calhoun | 2,561 | 2,110 | 7 | 438 | 6 |
| Citrus | 5,640 | 3,975 | 775 | 785 | 105 |
| Clay | 6,592 | 5,225 | 610 | 747 | 10 |
| Columbia | 18,500 | 15,155 | 1,165 | 1,950 | 230 |
| Dade | 15,478 | 11,130 | 368 | 3,950 | 30 |
| DeSoto | 17,855 | 11,230 | 590 | 5,870 | 165 |
| Duval | 35,320 | 26,557 | 5,893 | 2,580 | 290 |
| Escambia | 23,710 | 17,130 | 3,250 | 3,265 | 65 |
| Franklin | 2,880 | 2,275 | 390 | 215 | ..... |
| Gadsden | 5,345 | 4,745 | 50 | 545 | 5 |
| Hamilton | 6,445 | 5,945 | ..... | 500 | ..... |
| Hernando | 5,195 | 3,445 | 260 | 1,365 | 125 |
| Hillsborough | 35,739 | 26,658 | 1,224 | 7,712 | 145 |
| Holmes | 4,319 | 4,304 | ..... | 15 | ..... |
| Jackson | 12,332 | 11,165 | 248 | 899 | 20 |
| Jefferson | 1,329 | 1,066 | 93 | 125 | 45 |
| LaFayette | 7,036 | 4,530 | 30 | 2,468 | 8 |
| Lake | 4,835 | 3,893 | 380 | 542 | 20 |
| Lee | 10,659 | 7,339 | 300 | 2,670 | 350 |
| Leon | 12,682 | 8,895 | 1,968 | 1,439 | 380 |
| Levy | 4,477 | 2,840 | 425 | 1,068 | 144 |
| Liberty | 3,813 | 3,053 | 200 | 540 | 20 |
| Madison | 10,055 | 7,830 | 345 | 1,880 | ..... |
| Manatee | 15,733 | 12,231 | 110 | 3,392 | ..... |
| Marion | 13,185 | 7,185 | 3,068 | 1,809 | 1,123 |
| Monroe | 3,905 | 2,805 | 600 | 500 | ..... |
| Nassau | 3,362 | 2,545 | 390 | 427 | ..... |
| Orange | 7,465 | 6,115 | ..... | 1,350 | ..... |
| Osceola | 6,126 | 5,450 | 76 | 600 | ..... |
| Palm Beach | 13,209 | 6,700 | 880 | 5,489 | 140 |
| Pasco | 3,889 | 2,520 | 50 | 1,281 | 38 |
| Pinellas | 15,921 | 11,250 | ..... | 4,671 | ..... |
| Polk | 20,038 | 14,676 | 1,015 | 4,237 | 110 |
| Putnam | 7,065 | 4,630 | 1,035 | 1,335 | 65 |
| St. Johns | 9,845 | 5,720 | 1,255 | 2,640 | 230 |
| St. Lucie | 6,135 | 4,745 | 410 | 950 | 30 |
| Santa Rosa | 12,635 | 11,230 | ..... | 1,405 | ..... |
| Seminole | 5,909 | 3,894 | 1,195 | 711 | 109 |
| Sumter | 8,620 | 6,125 | 705 | 1,790 | ..... |
| Suwannee | 9,027 | 6,447 | 695 | 1,730 | 155 |
| Taylor | 5,140 | 3,833 | 180 | 1,127 | ..... |
| Volusia | 22,284 | 15,285 | 2,080 | 4,725 | 194 |
| Wakulla | 2,320 | 1,785 | 255 | 215 | 65 |
| Walton | 6,519 | 5,837 | ..... | 682 | ..... |
| Washington | 4,839 | 4,195 | 52 | 562 | 30 |



CHAPTER V.

This Chapter is devoted wholly to the Bi-ennial Report of the State High School Inspector, Dr. John A. Thackston, and is printed here just as submitted.

The report contains much valuable statistical data relative to high schools and many wise suggestions for their betterment, most of which are heartily approved.

Inspector Thackston has made a most faithful classification of the high schools of the State, which will be serviceable as information and as furnishing a guide to those who may be clothed with authority to adopt and promulgate regulations for standardizing the high schools. It was unfortunate that he had no authoritative basis upon which to make his classifications. He has used the Regulations of the Convention of County Superintendents, County School Boards, and High School Principals, adopted at Fort Myers, Florida, March 10-13, 1914 (page 24 of this Chapter), and the Recommendations of The Commission on Accredited Schools of the Southern States (page 26 of this Chapter), neither of which, as good and wise as they may be, have any legal standing in this State.

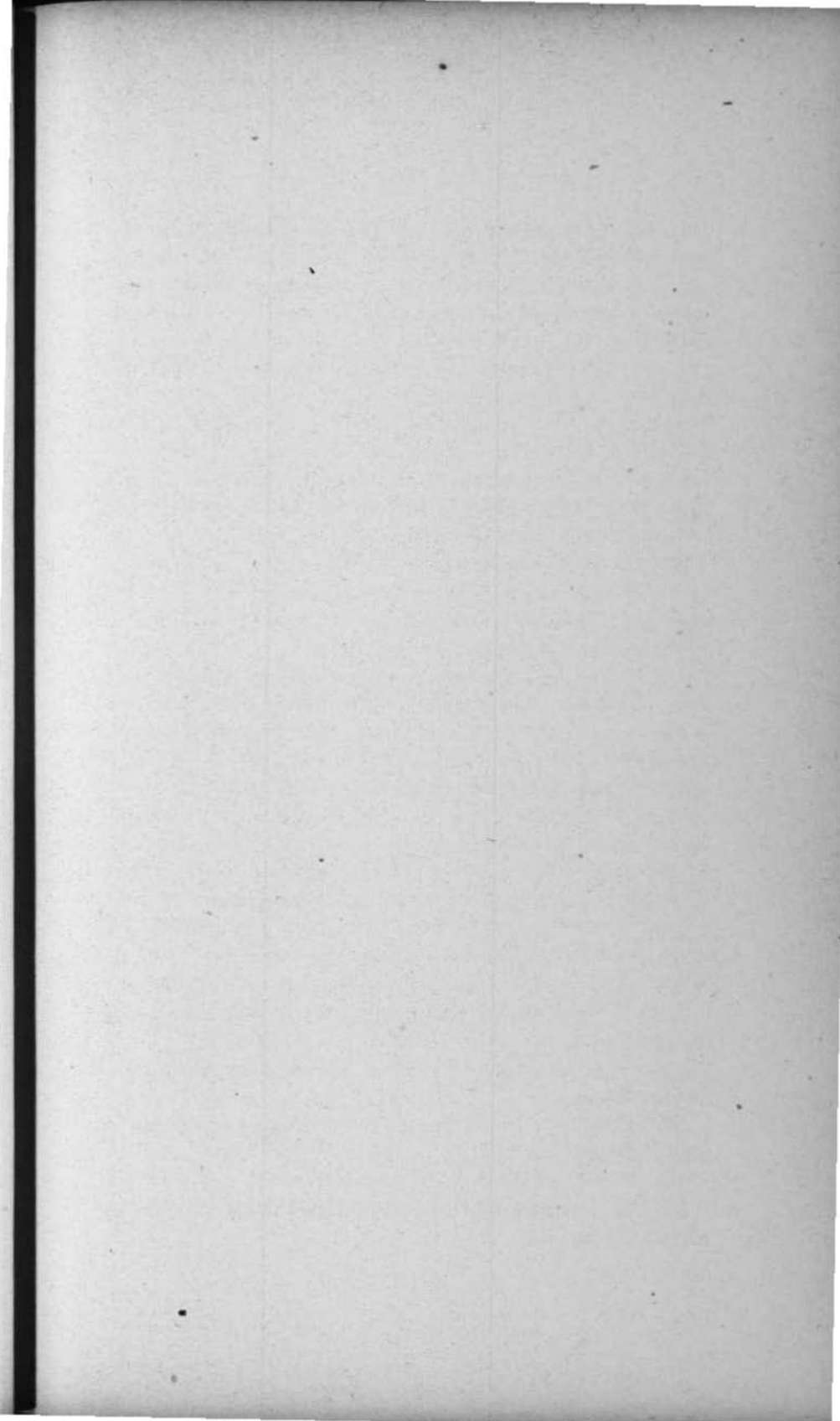
The State Board of Education was slow in promulgating Regulations, preferring to wait for the weightier sanction of the Legislature. The Fort Myers Resolutions should never have been promulgated as law, since they were merely the suggestions of a body without legal authority, while the State Board of Education, clothed with a modicum of authority, was more reticent in exercising its authority. Late, however, in the bi-ennium the State Board did promulgate certain Regulations for the standardizing of the high schools.

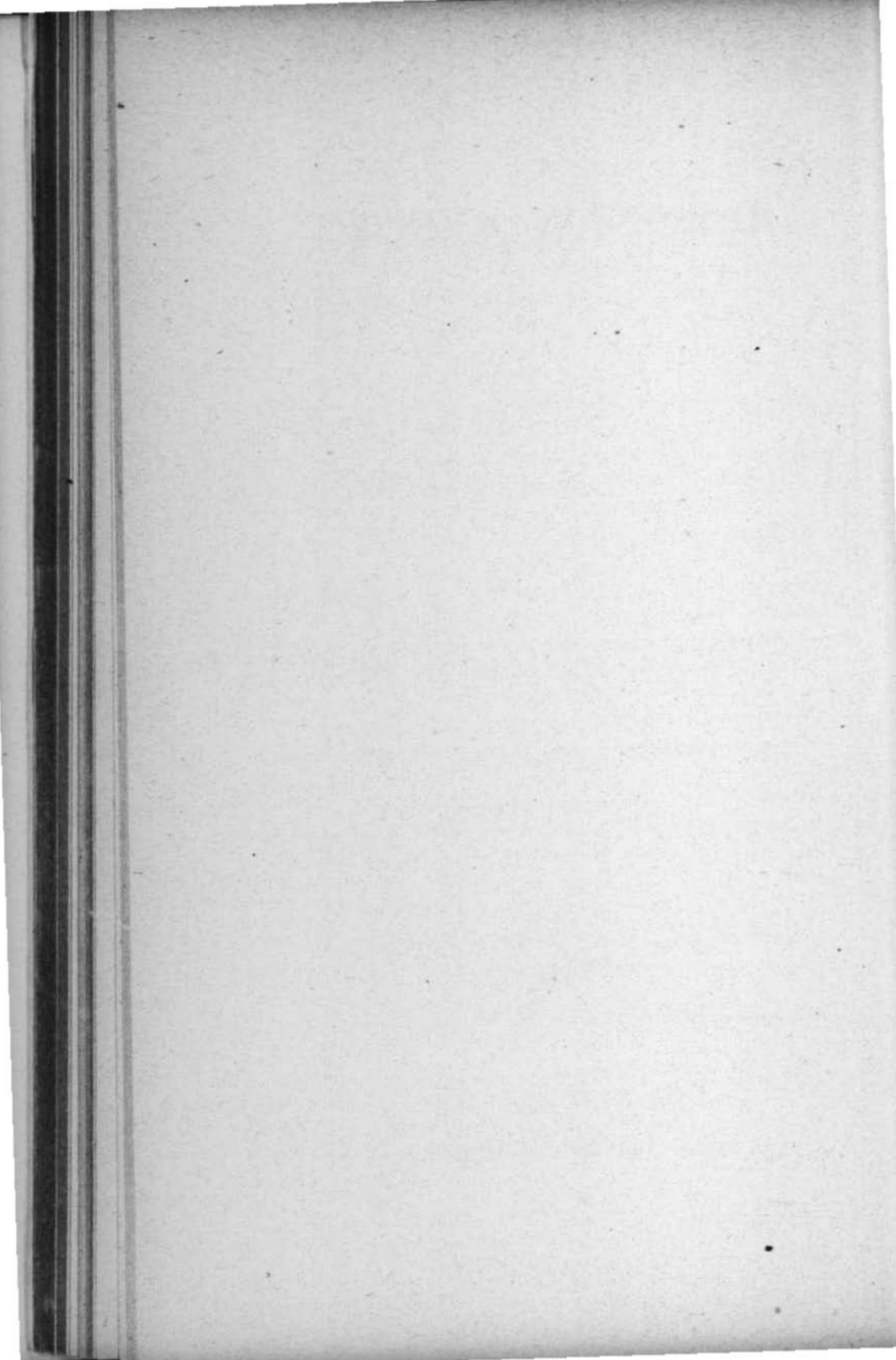
The Recommendations of The Commission on Accredited Schools of the Southern States, as wise as they may be, want legal authority in Florida; some of these are in violation of direct statute. As neither the resolutions of a body of educators of the State, nor the recommendations of a body of educators of the Southern States have legal authority in Florida until adopted and promulgated by the Legislature or some constituted authority, hence Inspector Thackston was without legal bases for his standardization of the schools, being extremely hampered. Nevertheless, he did his work exceedingly well for a man without legal direction in his acts.

As the State Board of Education finally adopted certain regulations as a basis for the classification of the high schools, which will materially reduce the number of such schools as are embraced in Inspector Thackston's report, it becomes my duty to publish, without interfering with Inspector Thackston's classification, in another part of this report the High School Regulations of the State Board of Education and a classified list of the high schools based thereon. This list will very materially change the number of recognized high schools when based on the authoritative regulations of the State Board of Education. Five main points to be considered in this classification, as prescribed by the State Board of Education—the only legal basis—were more or less ignored in Inspector Thackston's classification, namely:

- 1st. The grade of certificate required of principal.
- 2nd. The grade of certificate required of every high school teacher.
- 3rd. The number of teachers required in each grade of high schools.
- 4th. The number of pupils required in each grade of high schools.
- 5th. The length of recitation periods.

See the State classification of high schools in Chapter XI, of this report.

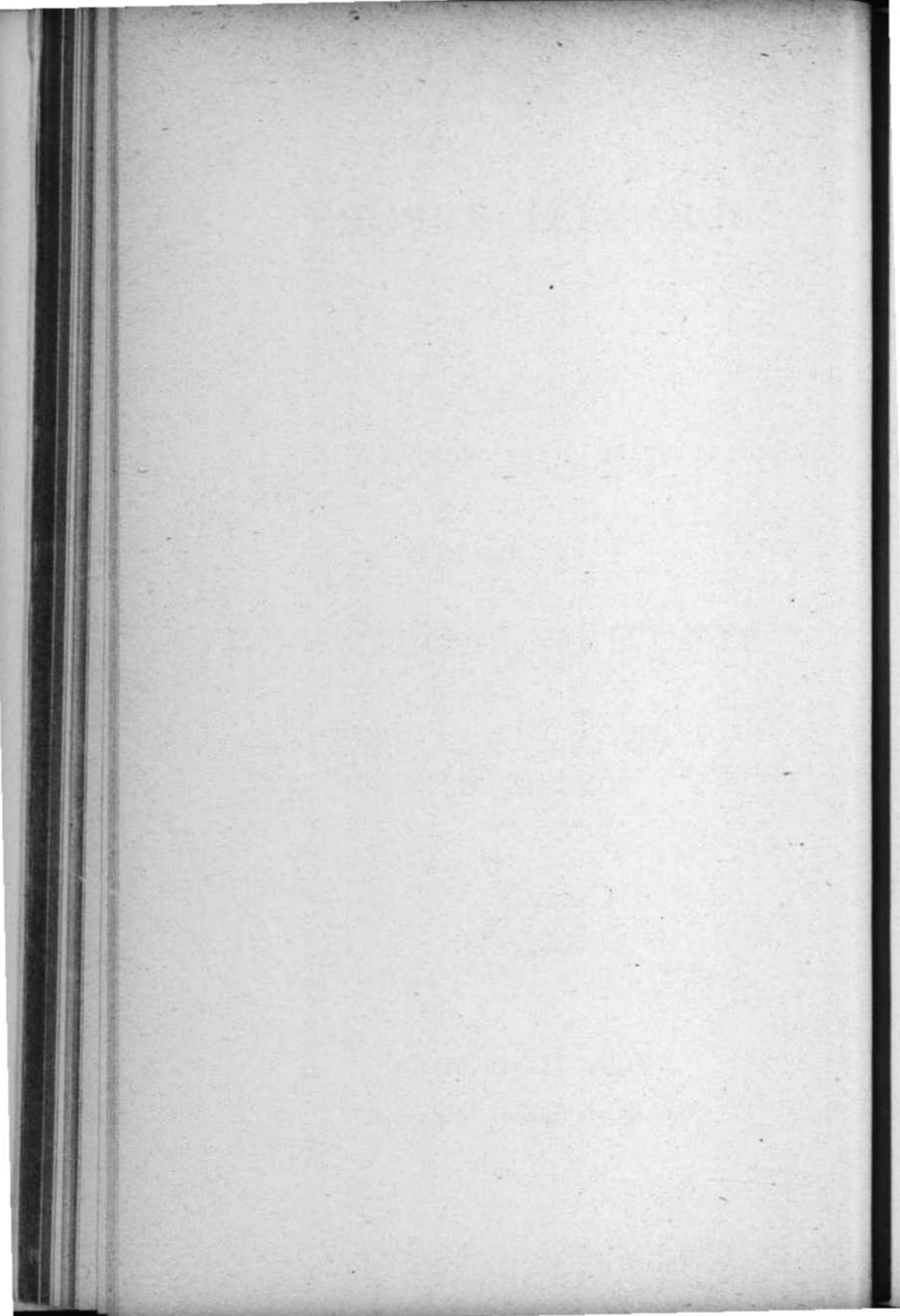




BI-ENNIAL REPORT
OF THE
State
High School Inspector
OF THE
STATE OF FLORIDA
FOR THE TWO YEARS ENDING
JUNE 30, 1914



JNO. A. THACKSTON,
State High School Inspector.



LETTER OF TRANSMITTAL

Gainesville, Fla., Nov. 11, 1914.

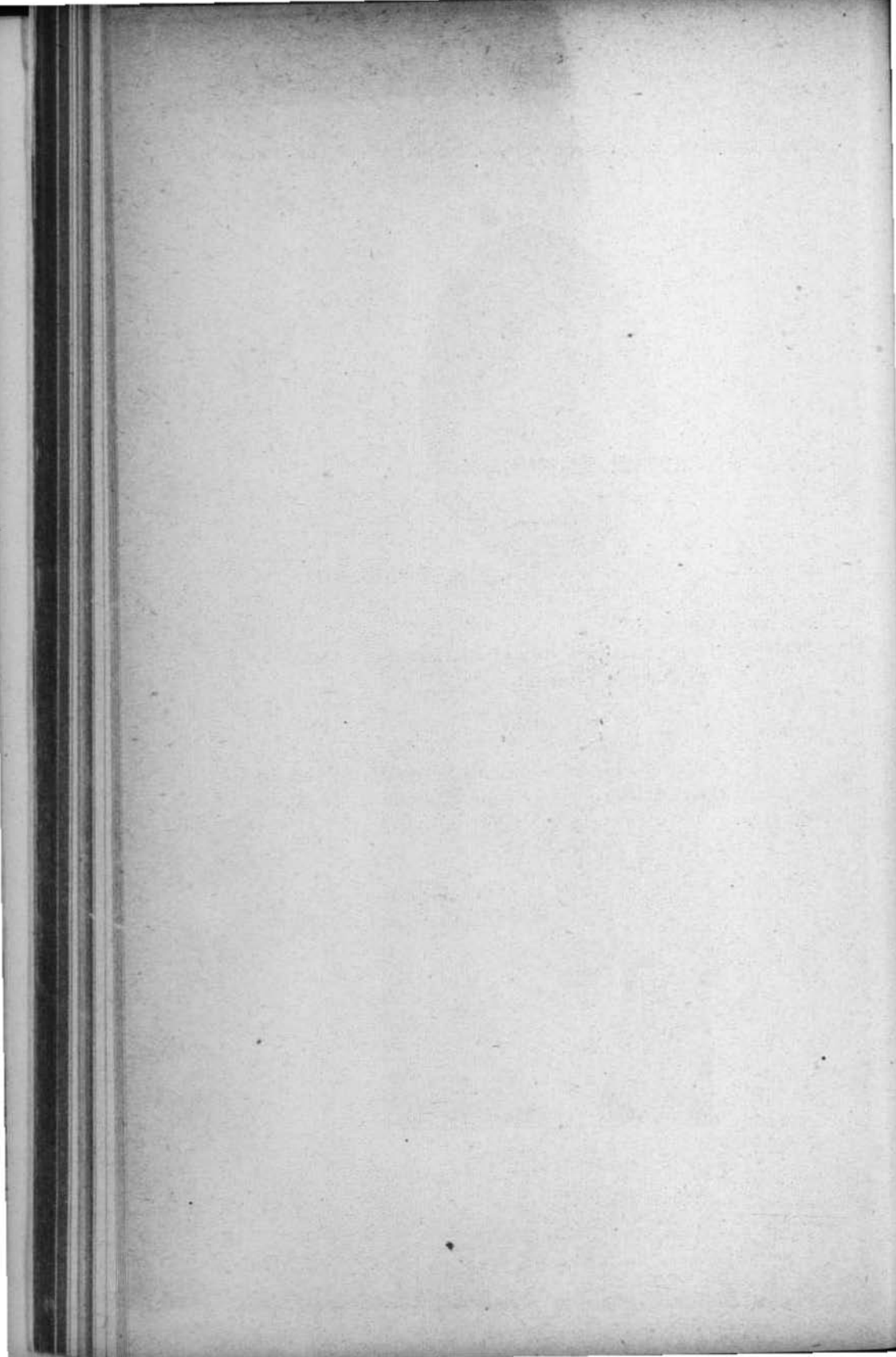
Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

My dear Sir:

I have the honor to submit herewith my second Bi-ennial Report of the Public High Schools of the State of Florida.

Yours truly,

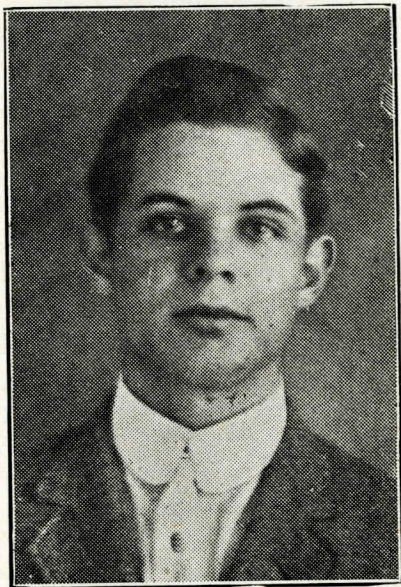
Jno. A. Thackston,
State High School Inspector.



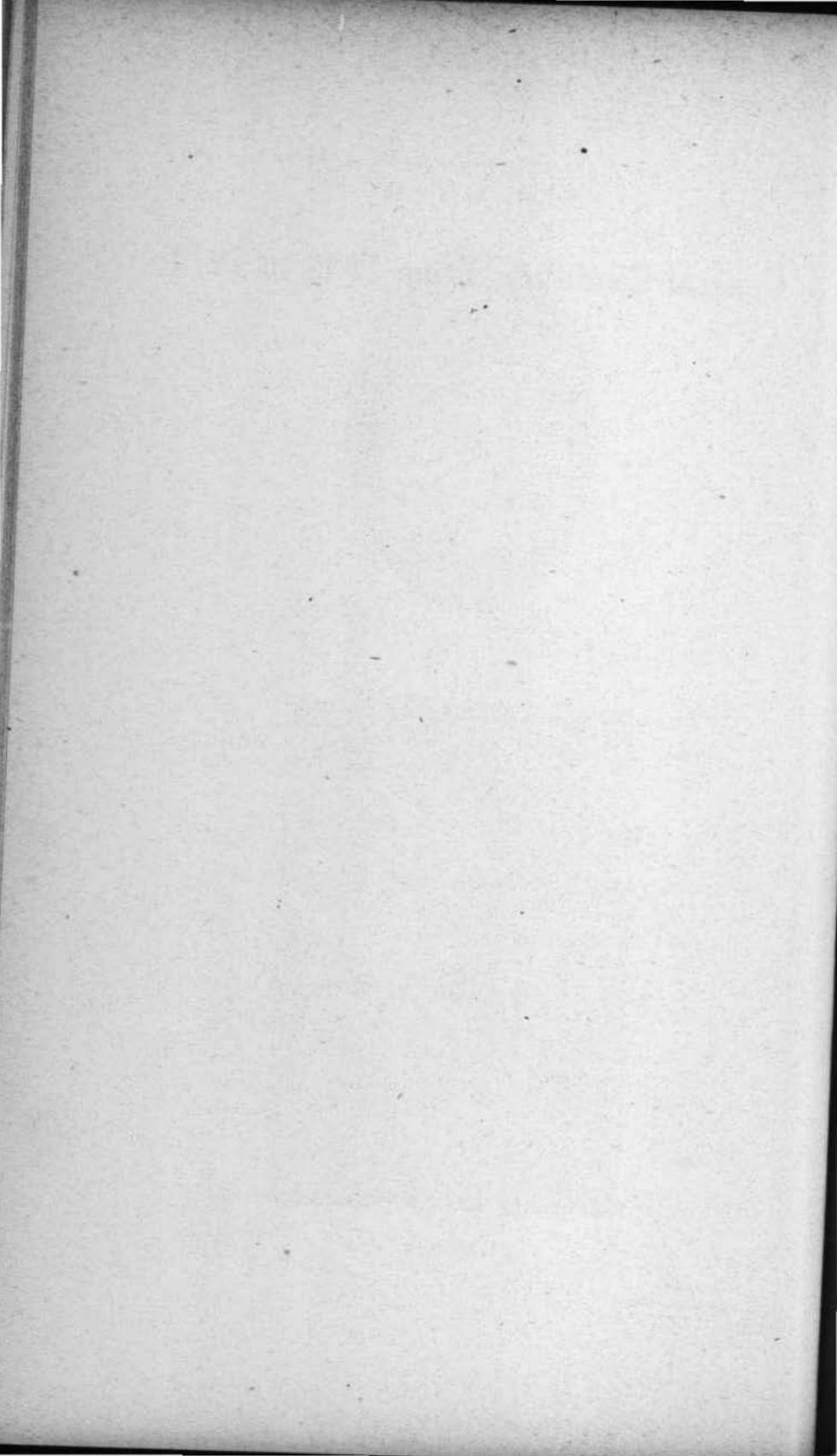
MEDAL WINNERS, STATE HIGH SCHOOL DECLAMATION CONTEST,
AT KEY WEST, DECEMBER, 1913.



MISS LILLIE I. TROWELL,
FORT PIERCE, FLA.



H. S. BUZZA,
KISSIMMEE, FLA.



General Conditions From 1909 to 1914.

TOTAL NUMBER PUPILS.

| 1909-10. | 1910-11. | 1911-12. | 1912-13. | 1913-14. |
|----------|----------|----------|----------|----------|
| 3,034 | 3,235 | 3,685 | 4,264 | 4,871 |

NUMBER OF TEACHERS.

| Year. | Men. | Women. | Whole Time. | Part Time. | Total. | College Graduates. |
|---------|------|--------|-------------|------------|--------|--------------------|
| 1909-10 | ... | ... | ... | ... | 195 | ... |
| 1910-11 | 89 | 111 | 152 | 48 | 200 | 96 |
| 1911-12 | 107 | 119 | 178 | 48 | 226 | 111 |
| 1912-13 | 113 | 147 | 207 | 53 | 260 | 135 |
| 1913-14 | 126 | 180 | 245 | 61 | 306 | 173 |

TOTAL NUMBER OF SCHOOLS.

| 1909-10. | 1910-11. | 1911-12 | 1912-13 | 1913-14. |
|----------|----------|---------|---------|----------|
| 84 | 73 | 83 | 82 | 87 |

Each year higher standards are used. Some weak schools fall out while better ones take their places. So the number of schools is not indicative of the great progress being made. *Better* high schools, not *more* high schools is the motto for the State.

NUMBER OF HIGH SCHOOLS SHOWING KIND.

| Year. | 2-Year Schools. | 3-Year Schools. | Irregular 4-Year Schools. | 4-Year Full Senior Schools. | Total. |
|---------|-----------------|-----------------|---------------------------|-----------------------------|--------|
| 1909-10 | 39 | 10 | .. | .. | 84 |
| 1910-11 | 21 | 9 | 14 | 29 | 73 |
| 1911-12 | 25 | 10 | 18 | 30 | 83 |
| 1912-13 | 25 | 8 | 17 | 32 | 82 |
| 1913-14 | 23 | 11 | 14 | 39 | 87 |

TOTAL OF ALL HIGH SCHOOL SALARIES.

| | |
|--------------|-----------|
| 1912-13..... | \$195,116 |
| 1913-14..... | 258,497 |

TOTAL SALARIES OF PRINCIPALS AND AVERAGES.

| Year. | Total Salaries. | Averages. |
|--------------|-----------------|-----------|
| 1910-11..... | \$77,400 | \$1,060 |
| 1911-12..... | 87,830 | 1,058 |
| 1912-13..... | 96,410 | 1,175 |
| 1913-14..... | 98,365 | 1,130 |

| | |
|---|---------|
| Average Salary Senior High School Principal(1913-14).... | \$1,440 |
| " " Irreg. 4-yr. High School Principal(1913-14) .. | 1,008 |
| " " 3-year High School Principal(1913-14)..... | 1,049 |
| " " 2-year High School Principal(1913-14)..... | 873 |
| " " Senior High School First Asst.(1913-14).... | 822 |
| " " Senior High School All Assts.(1913-14).... | 708 |

VALUE OF HIGH SCHOOL PROPERTY.

| 1910-11. | 1911-12. | 1912-13. | 1913-14. |
|-----------|-------------|-------------|-------------|
| \$935,626 | \$1,350,393 | \$1,666,100 | \$1,893,400 |

VALUE OF HIGH SCHOOL LABORATORY EQUIPMENT.

| 1910-11. | 1911-12. | 1912-13. | 1913-14. |
|----------|----------|----------|----------|
| \$13,396 | \$24,185 | \$33,712 | \$37,054 |

VOLUMES IN LIBRARIES.

| 1910-11. | 1911-12. | 1912-13. | 1913-14. |
|----------|----------|----------|----------|
| 13,470 | 20,658 | 17,743 | 19,623 |

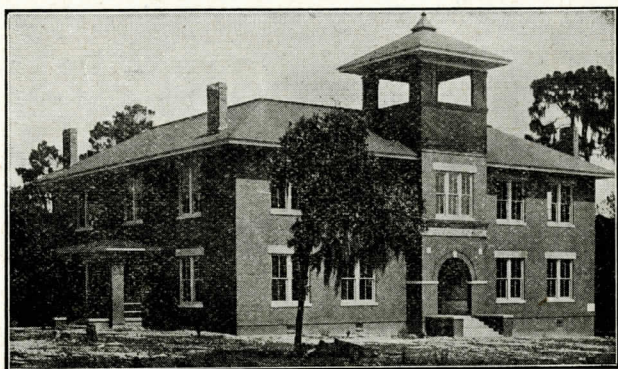
The apparent falling off in books for 1912-13 and 1913-14 is caused by the fact that many of the books for grade pupils were counted for 1910-11 and 1911-12.

Great improvement has been made in strictly high school libraries in the last two years.

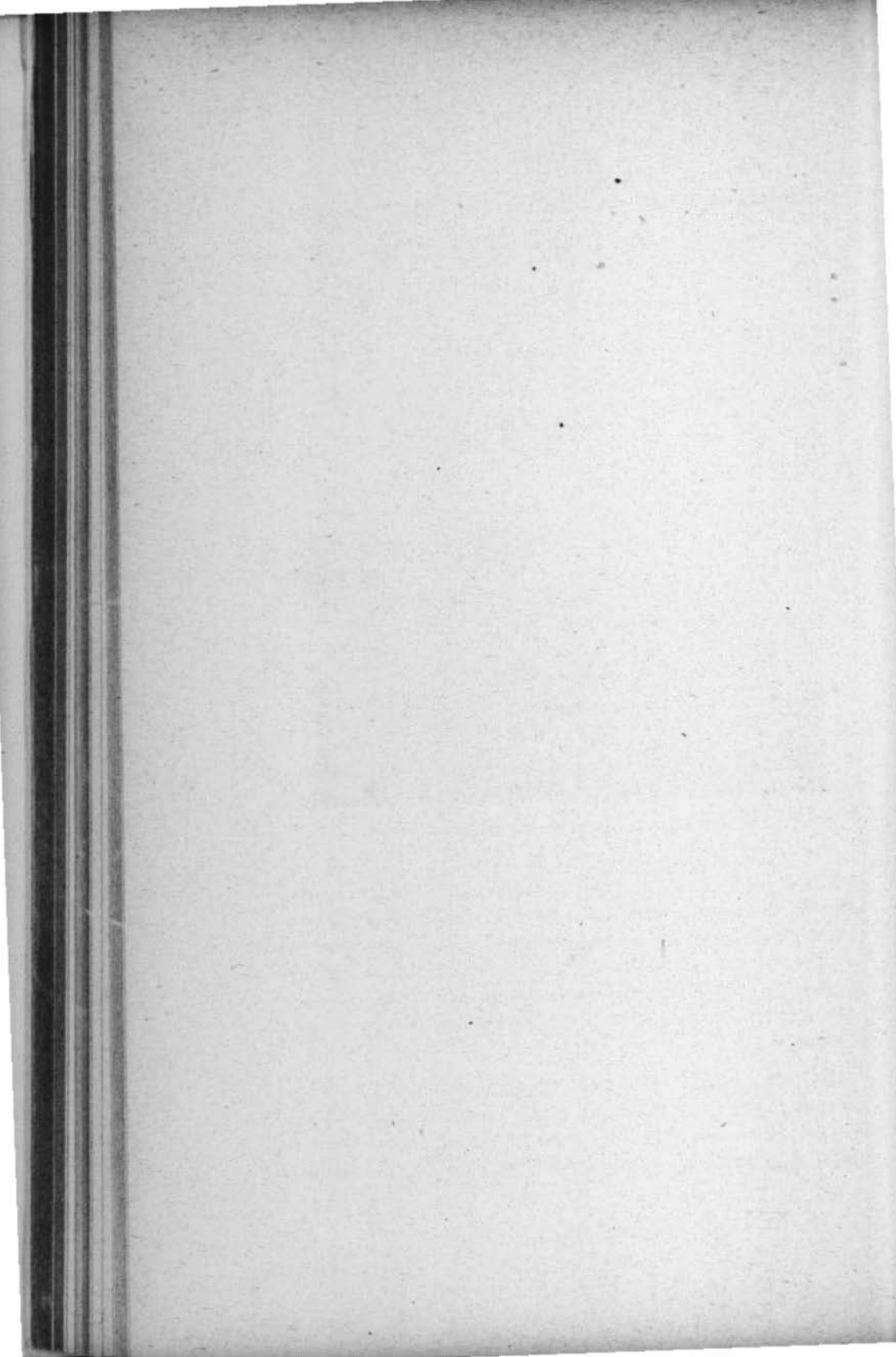
HIGH SCHOOL PUPILS.

NUMBER OF PUPILS IN DIFFERENT YEARS.

| Year. | 1st Year. | 2nd Year. | 3rd Year. | 4th Year. | Total. |
|---------|-----------|-----------|-----------|-----------|--------|
| 1909-10 | 1,412 | 826 | 436 | 360 | 3,034 |
| 1910-11 | 1,494 | 927 | 489 | 325 | 3,235 |
| 1911-12 | 1,738 | 1,015 | 572 | 390 | 3,685 |
| 1912-13 | 1,883 | 1,254 | 669 | 458 | 4,264 |
| 1913-14 | 2,110 | 1,363 | 846 | 552 | 4,871 |



CITRUS COUNTY HIGH SCHOOL, INVERNESS, FLA.



NUMBER OF BOYS AND GIRLS IN DIFFERENT YEARS.

| Year. | Boys 1st Yr. | Girls 1st Yr. | Boys 2nd Yr. | Girls 2nd Yr. | Boys 3rd Yr. | Girls 3rd Yr. |
|---------|-----------------|------------------|-----------------|------------------|-----------------|------------------|
| 1909-10 | 625 | 787 | 322 | 504 | 152 | 284 |
| 1910-11 | 630 | 848 | 353 | 582 | 190 | 314 |
| 1911-12 | 728 | 1,004 | 379 | 639 | 145 | 368 |
| 1912-13 | 761 | 1,122 | 527 | 727 | 251 | 418 |
| 1913-14 | 818 | 1,292 | 508 | 855 | 339 | 507 |

| Year. | Boys 4th Yr. | Girls 4th Yr. | Total Boys | Total Girls. | Grand Total. |
|---------|-----------------|------------------|---------------|-----------------|-----------------|
| 1909-10 | 146 | 214 | 1,245 | 1,789 | 3,034 |
| 1910-11 | 104 | 214 | 1,277 | 1,958 | 3,235 |
| 1911-12 | 131 | 231 | 1,443 | 2,242 | 3,685 |
| 1912-13 | 176 | 282 | 1,715 | 2,549 | 4,264 |
| 1913-14 | 211 | 341 | 1,876 | 2,995 | 4,871 |

It is certainly gratifying to be able to report the great increase in enrollment as above indicated. These figures tell us many interesting things. In the first place they tell us that the enrollment—

for 1910-11 increased 7% over 1909-10
 for 1911-12 increased 14% over 1910-11
 for 1912-13 increased 14% over 1911-12
 for 1913-14 increased 15% over 1912-13

Total increase about 60%, or 1837 pupils, in four years. Eleven hundred and eighty-six was the increase for the past two years.

2nd. These total enrollments do not include several hundred high school pupils who are attending private schools, academies and high schools connected with our colleges and small public high schools. These small public schools are not listed above on account of their failure to employ sufficient teaching force and supply proper equipment to enable them to receive recognition as high schools.

3rd. The yearly increased enrollment shows the interest that the State is taking in high school education. This is especially encouraging to those who are laboring toward upbuilding the high school system of Florida. The State

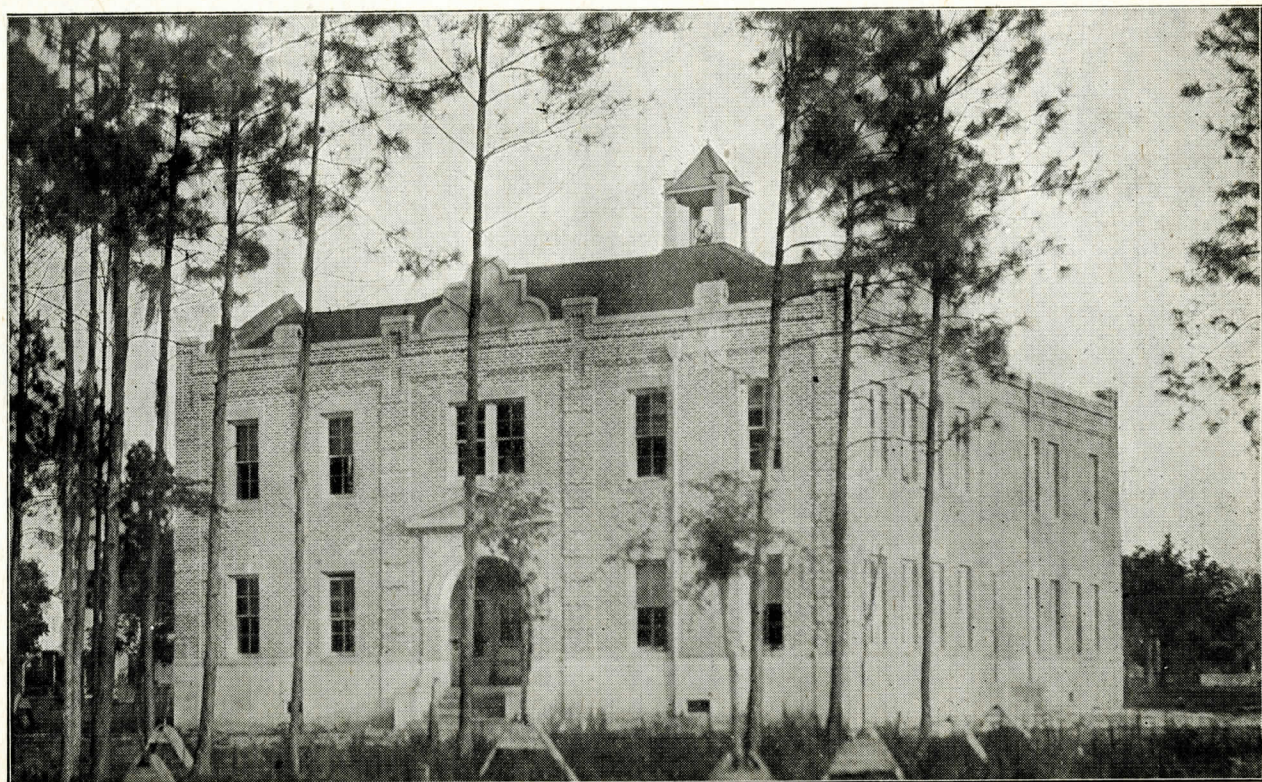
as a whole no longer feels that an elementary education is sufficient for this present generation. It realizes that every boy and girl should have at least the training that may be had in our public schools.

4th. Since the per cent of increase in enrollment is far beyond the per cent of increase (42%) in general population, as shown by the last census, we see at once that home folks, Floridians, not outsiders, are due the credit for this great increase.

5th. We see from these figures that 43% of all the pupils for 1913-14 were in the first year, 28% in the second, 18% in the third, and 11% in the fourth. This is not as good as it should be. Too few pupils go thru the high school, but it is better than it was two years ago, when it was thus: 47% of all pupils in the first year, 27% in second, 15% in third and 9% in fourth. This shows quite an improvement.

6th. Of the total enrollment for 1913-14, 38% are boys and 62% girls. In 1909-10, it stood 41% boys and 59% girls. This shows a decrease among the boys. This is a very unfortunate situation. One redeeming feature, however, shows itself. We do not enroll as many boys, yet they remain in school longer. We find a greater per cent in the second, third and fourth years than there were in 1909-1910. As I urged in my report for 1910-12, I here urge again the need of more practical courses, more men teachers and more manly sports in our high schools. These things will help the school get the boy and hold him.

7th. Looked at from another angle, we see that Florida hasn't nearly the high school enrollment that it should have. With approximately 250,000 white children in the State, we should have at least 10,000 in the public high schools today.



CLAY COUNTY HIGH SCHOOL, GREEN COVE SPRINGS, FLA.

*Number of Graduates and Number of Those Who
Attend College.*

| Graduates. | Boys. | Girls. | Total | —Attended College— | | |
|------------|-------|--------|-------|--------------------|--------|--------|
| | | | | Boys. | Girls. | Total. |
| 1909-10 | 89 | 147 | 236 | 48 | 53 | 101 |
| 1910-11 | 90 | 156 | 246 | 34 | 41 | 75 |
| 1911-12 | 108 | 197 | 305 | 52 | 64 | 116 |
| 1912-13 | 123 | 244 | 367 | 61 | 84 | 145 |

Of total enrollment 1909-10, 7% graduated, 3% entered college

Of total enrollment 1910-11, 6½% graduated, 2% entered college

Of total enrollment 1911-12, 8% graduated, 3% entered college

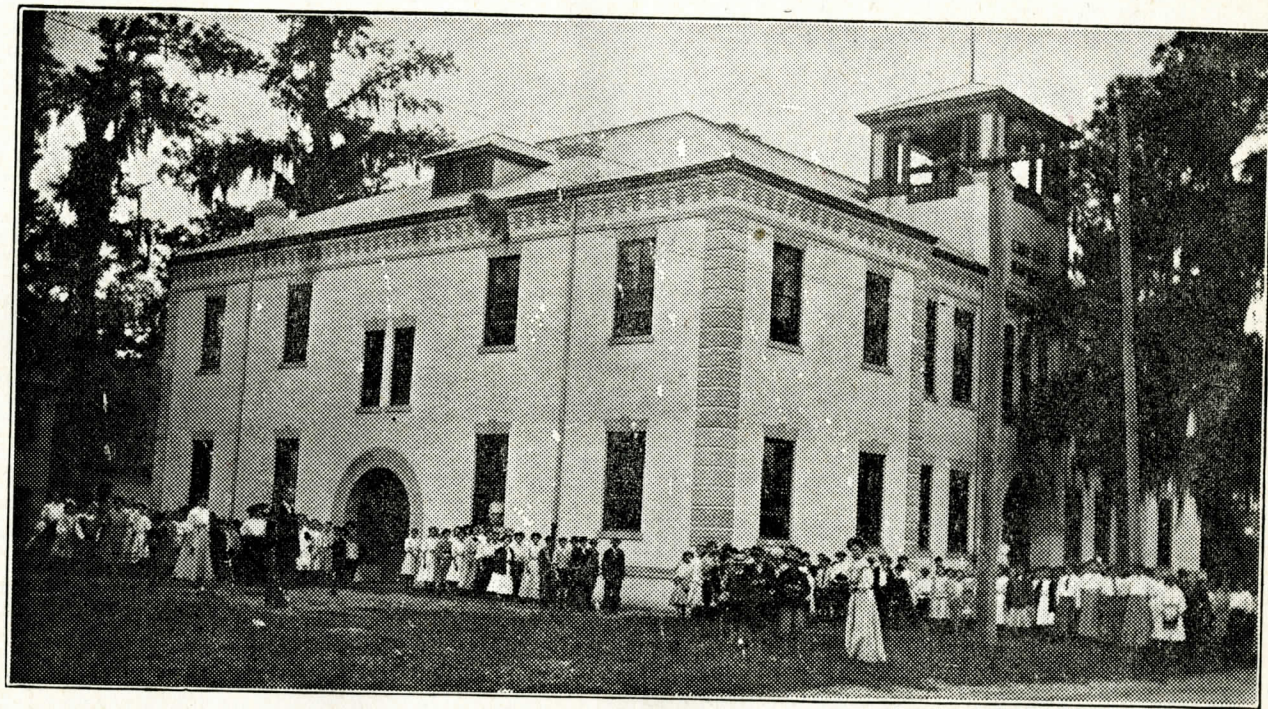
These numbers are not absolutely correct, but they show in a general way the facts. (It has been very difficult to collect even these approximations.) The great majority of all our high school pupils drop out before they reach the fourth year of the school. Most of those who drop out either feel that they must quit school and enter upon life or else they feel an indifference toward the high school and are glad to get out of it. Many, however, quit the public high schools because of the call (and promise?) of other schools (colleges?). In some places high school principals and county superintendents have told me that their high school pupils from the ninth to the twelfth grades were being carried out, almost bodily, into these schools. Whole grades would be so broken by these outside and annoying forces that the schools would not have more than two or three grades in them, when by rights—the rights of the child and his parents and righteousness—they should have four grades. The colleges, if they be such, that do this kind of mischief, for it is nothing better, should realize that they are injuring themselves and are doing a great injustice to childhood by dragging it away from home and parents, under whose roof it should live as long as possible, when it is of tender years and should be with father and mother in the school at home.

NUMBER OF HIGH SCHOOL PUPILS IN EACH COUNTY (1913-1914).

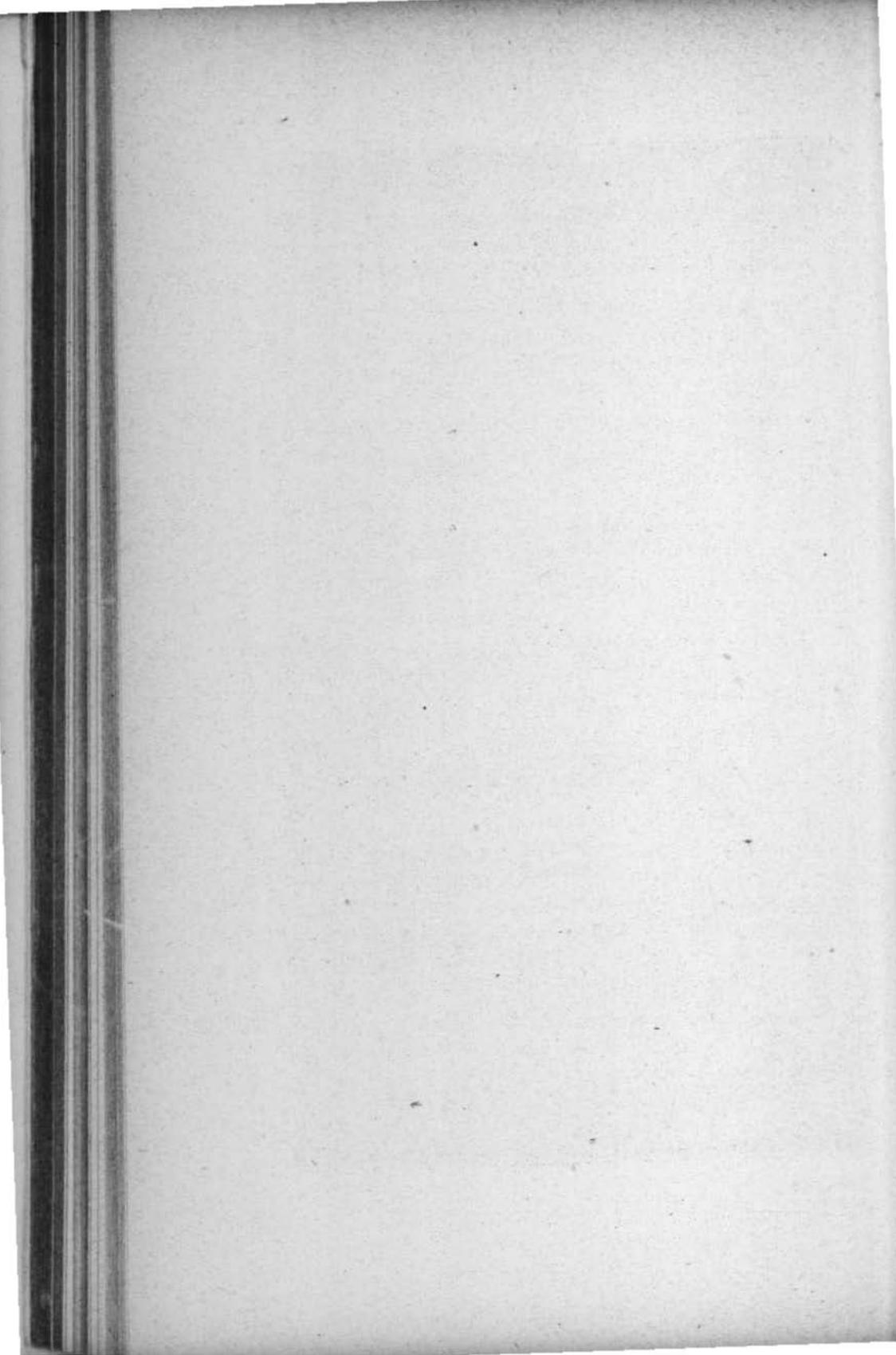
| County. | No. Pupils. | | | County. | No. Pupils. | | |
|-----------------|-------------|-------|-------|------------------|-------------|-------|-------|
| | B. | G. | T. | | B. | G. | T. |
| Alachua | 100 | 123 | 223 | Levy ..... | ..... | ..... | 25 |
| Bay ..... | ..... | ..... | ..... | Liberty | 4 | 8 | 12 |
| Baker ..... | ..... | ..... | ..... | Madison | 25 | 37 | 62 |
| Brevard | 21 | 36 | 57 | Manatee | 63 | 110 | 173 |
| Bradford | 34 | 36 | 70 | Marion | 33 | 57 | 90 |
| Calhoun ..... | ..... | ..... | ..... | Monroe | 11 | 27 | 38 |
| Citrus ..... | ..... | ..... | ..... | Nassau ..... | ..... | 12 | 12 |
| Clay | 3 | 15 | 18 | Orange | 60 | 82 | 142 |
| Columbia | 31 | 27 | 58 | Osceola | 45 | 66 | 111 |
| Dade | 14 | 149 | 263 | Palm Beach .. | 37 | 63 | 100 |
| De Soto | 96 | 131 | 227 | Pasco | 44 | 50 | 94 |
| Duval | 155 | 277 | 432 | Pinellas | 113 | 223 | 336 |
| Escambia | 90 | 125 | 215 | Polk | 128 | 183 | 311 |
| Franklin | 7 | 36 | 43 | Putnam | 26 | 35 | 61 |
| Gadsden | 28 | 21 | 49 | Santa Rosa ..... | ..... | ..... | ..... |
| Hamilton | 20 | 41 | 61 | St. Johns | 38 | 55 | 93 |
| Hernando | 21 | 45 | 66 | St. Lucie | 15 | 31 | 46 |
| Hillsboro | 228 | 326 | 554 | Seminole | 43 | 81 | 124 |
| Holmes ..... | ..... | ..... | ..... | Suwannee | 20 | 38 | 58 |
| Jackson | 40 | 53 | 93 | Sumter | 10 | 14 | 24 |
| Jefferson | 32 | 36 | 68 | Taylor ..... | ..... | ..... | ..... |
| Lafayette | 6 | 9 | 15 | Volusia | 45 | 79 | 124 |
| Lake | 16 | 45 | 61 | Wakulla ..... | ..... | ..... | ..... |
| Lee | 37 | 45 | 82 | Walton | 23 | 33 | 56 |
| Leon | 36 | 30 | 66 | Washington .. | 16 | 15 | 31 |
| | | | | Total Pupils .. | 1876 | 2995 | 4871 |

This table shows us how the 4871 high school pupils for 1913-14 are distributed over the State in the different counties. Bay, Baker, Calhoun, Citrus, Holmes, Santa Rosa, Taylor and Wakulla do not have high schools such as this report lists.

In the new county of Bay, we found the schools of Lynn Haven, Millville, Panama City and St. Andrews doing some first year or ninth grade work. All were ambitious to become high schools, and I predict that some two or three of them will be so reported in the next biennial report. At least one good senior high school should be established in this county and should be so located that the pupils from all four of the towns could



COLUMBIA COUNTY HIGH SCHOOL, LAKE CITY, FLA.



attend it. Panama City is the logical place for this school. It is centrally located and will soon be connected with the other three towns by good hard roads.

Calhoun County should have a good 2-year or 3-year school at Blountstown and a modern agricultural high school in the fine agricultural community round about Altha or Wewahitchka.

In Citrus County, there are two high schools. At Inverness and Floral City there are irregular 4-year high schools with one teacher full time and one part time in each school. These schools are not included in the body of the report for 1913-14 because their school year is only twenty-eight (28) weeks. This short term should be lengthened to at least thirty-two (32) weeks as soon as possible.

Holmes County needs to establish a good senior high school at Bonifay. There are sufficient pupils in and about this community to justify it.

Santa Rosa County should have a senior high school at Milton. I believe that such a school will be established there during the next biennium.

Perry, Taylor County, should be listed among the cities of Florida that have senior high schools. This is the first year in the past six that it has failed to receive any recognition. The cause of this failure has been recognized by the county school officials and will be removed, I believe, in the next year or two. Then the children of Taylor County will receive their just rights.

Wakulla County should have in its most thickly settled and best farming community an agricultural high school—about Medart.

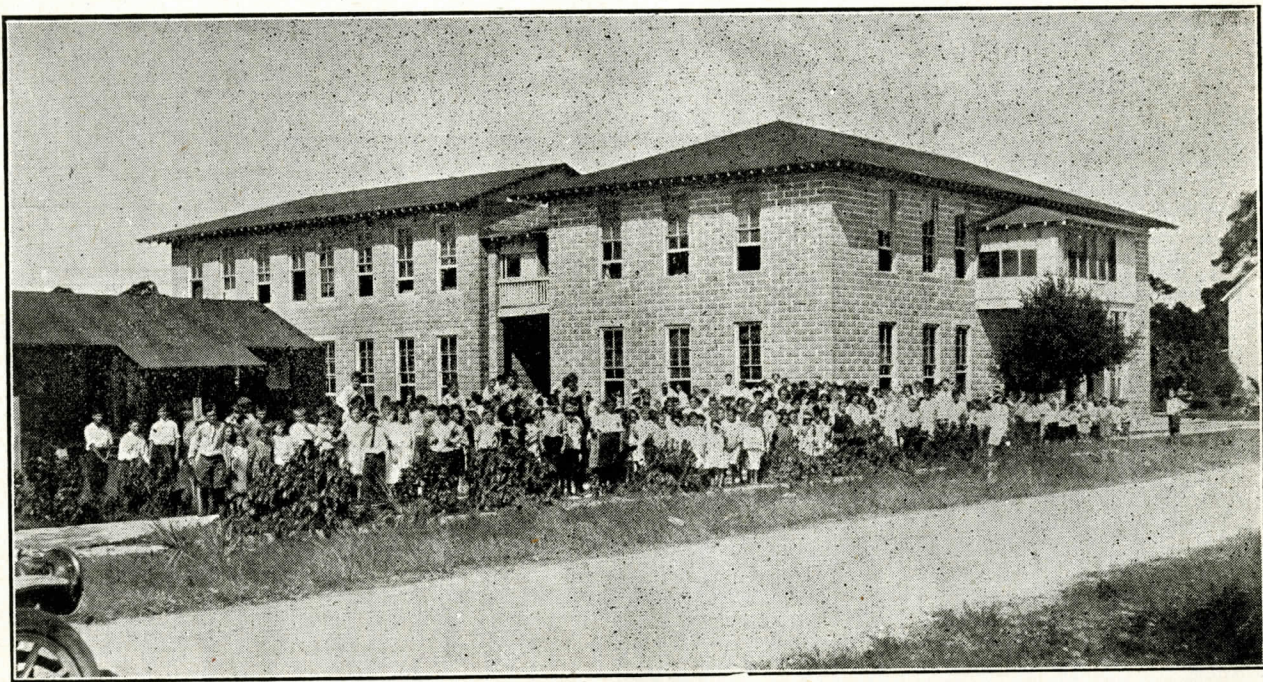
NUMBER OF HIGH SCHOOLS IN EACH COUNTY.

| COUNTIES, 1913-14. | Senior. | 4-Year Jr. | 3-Year. | 2-Year. | COUNTIES, 1913-14. | Senior. | 4-Year Jr. | 3-Year. | 2-Year. |
|-----------------------|---------|------------|---------|---------|-----------------------|---------|------------|---------|---------|
| Alachua | 1 | ... | 1 | 6 | Liberty | ... | ... | ... | 1 |
| Bay | ... | ... | ... | ... | Levy | ... | ... | ... | 1 |
| Baker | ... | ... | ... | ... | Madison | 1 | ... | ... | ... |
| Brevard | ... | 2 | ... | 1 | Manatee | 2 | ... | 1 | 1 |
| Bradford | ... | 2 | ... | ... | Marion | 1 | ... | 1 | ... |
| Calhoun | ... | ... | ... | ... | Monroe | 1 | ... | ... | ... |
| Citrus | ... | ... | ... | ... | Nassau | ... | ... | 1 | ... |
| Clay | ... | ... | 1 | ... | Orange | 1 | ... | ... | 2 |
| Columbia | 1 | ... | ... | ... | Osceola | 1 | 1 | ... | ... |
| Dade | 2 | ... | ... | ... | Palm Beach.... | 1 | ... | 1 | 1 |
| DeSoto | 3 | ... | ... | 1 | Pasco | 1 | 1 | ... | ... |
| Duval | 1 | ... | ... | ... | Pinellas | 2 | ... | 2 | ... |
| Escambia | 1 | ... | ... | 1 | Polk | 4 | ... | 1 | ... |
| Franklin | ... | 1 | ... | 1 | Putnam | 1 | 1 | ... | ... |
| Gadsden | 1 | ... | ... | ... | Santa Rosa.... | ... | ... | ... | ... |
| Hamilton | ... | 1 | ... | ... | St. Johns.... | 1 | ... | ... | 1 |
| Hernando | 1 | ... | ... | ... | St. Lucie.... | ... | 1 | ... | ... |
| Hillsboro | 2 | ... | ... | ... | Sumter | ... | 1 | ... | ... |
| Holmes | ... | ... | ... | ... | Seminole | 1 | ... | ... | ... |
| Jackson | ... | 1 | 1 | 1 | Suwannee | 1 | ... | ... | ... |
| Jefferson | ... | 1 | ... | 2 | Taylor | ... | ... | ... | ... |
| Lafayette | ... | ... | ... | 1 | Volusia | 2 | 1 | ... | 1 |
| Lake | 2 | ... | ... | 1 | Wakulla | ... | ... | ... | ... |
| Lee | 1 | ... | ... | ... | Walton | 1 | ... | ... | 1 |
| Leon | 1 | ... | ... | ... | Washington .. | ... | ... | ... | 1 |

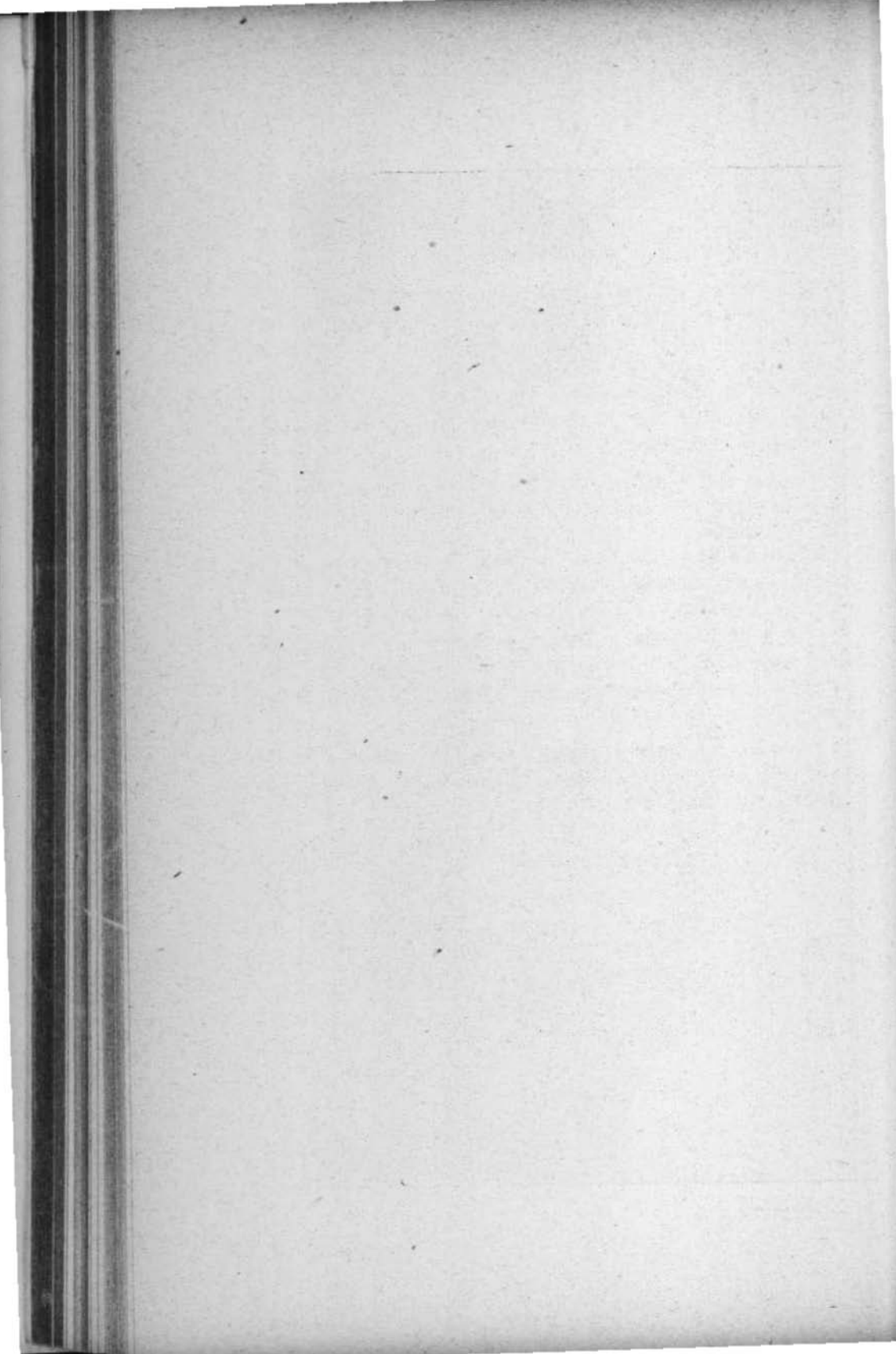
| | |
|---------------------------------------|----|
| Two-Year High Schools..... | 24 |
| Three-Year High Schools..... | 10 |
| Irregular Four-Year High Schools..... | 14 |
| Four-Year Senior High Schools..... | 39 |

Total High Schools in the State, Eighty-seven (87)

Every county in Florida should have a full standard senior high school, as recently defined by the State Board. At present there are twenty-one (21) counties in the State that do not have such senior high schools. In other words, 42% of our counties do not have them. Fourteen (14) counties (13 if we except Citrus. See p. 10) do not have schools with classes above the third year. Twelve counties are satisfied with no better than 2-year schools for their boys and girls. Eight counties (7 excluding



FT. LAUDERDALE HIGH SCHOOL (DADE CO.), FT. LAUDERDALE,
FLA.



Citrus. See p. 10) believe that they can get along without any kind of high school whatever.

If counties can not or will not provide proper high school facilities for their children, the State should step in and do it for them. Every boy and girl in Florida is entitled to the opportunities of a high school education, and they should be provided for them. Other States are giving money for high school education. Why doesn't Florida do the same?

During the past two years the roll of our high schools has changed and switched about considerably. When the last report was written, there were 25 2-year schools, 10 3-year schools, 18 4-year irregular schools and 30 full 4-year senior schools. This year we find 23 2-year schools, 11 3-year schools, 14 4-year irregular schools and 39 full 4-year senior schools. This, you will note, is quite an increase in the number of full 4-year schools, and a decrease in all but one of the other kinds. This is a wholesome sign of educational progress.

In looking further at the roll of schools, we find many new ones and fail to find several that were reported two years ago. The new ones are:

Boynton,
Bowling Green,
Delray,
Dunnellon,
Eustis,
Ft. Lauderdale,
Largo,

Melbourne,
St. Cloud,
Umatilla,
Winter Garden,
Winter Haven,
Zephyrhills.

The ones left out are:

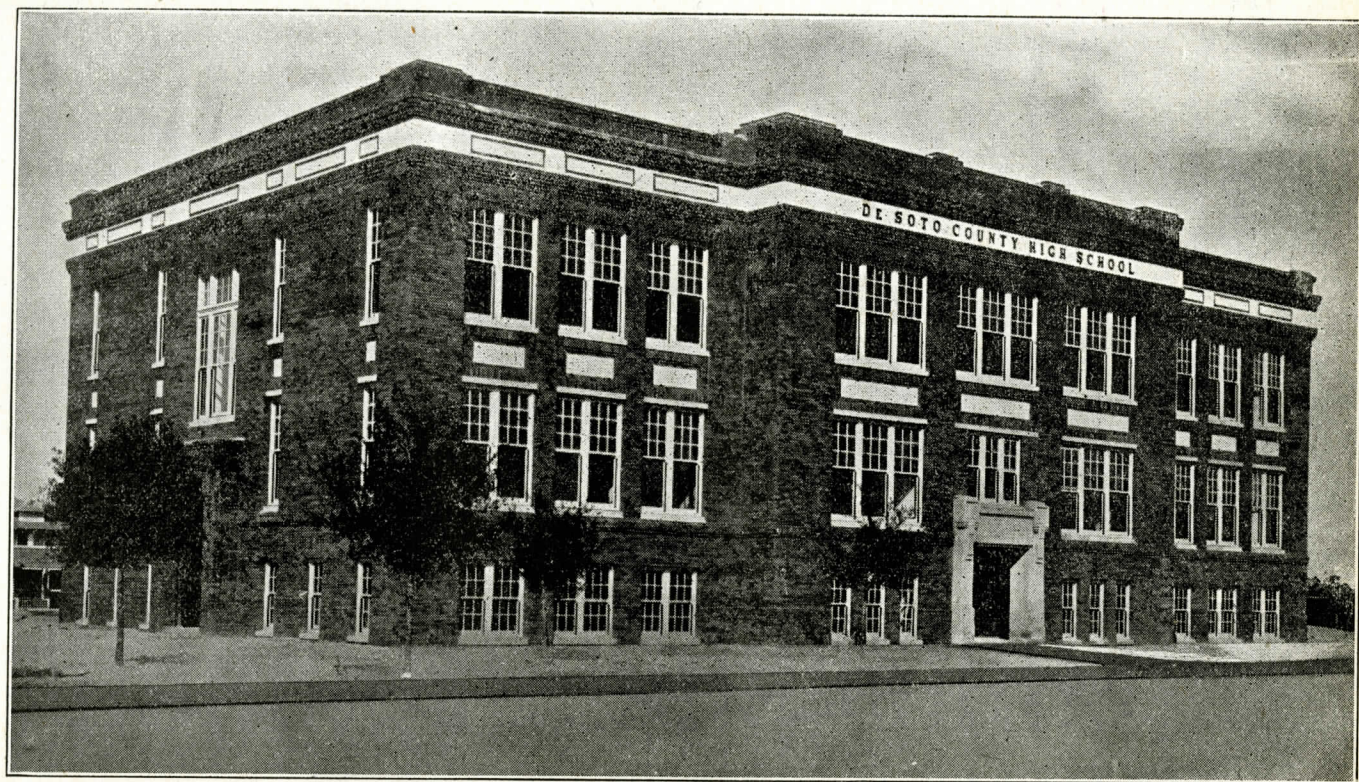
Blountstown,
Coleman,
Eau Gallie,
Floral City,
Wildwood.

Inverness,
Perry,
Roberts,
Spring Lake.

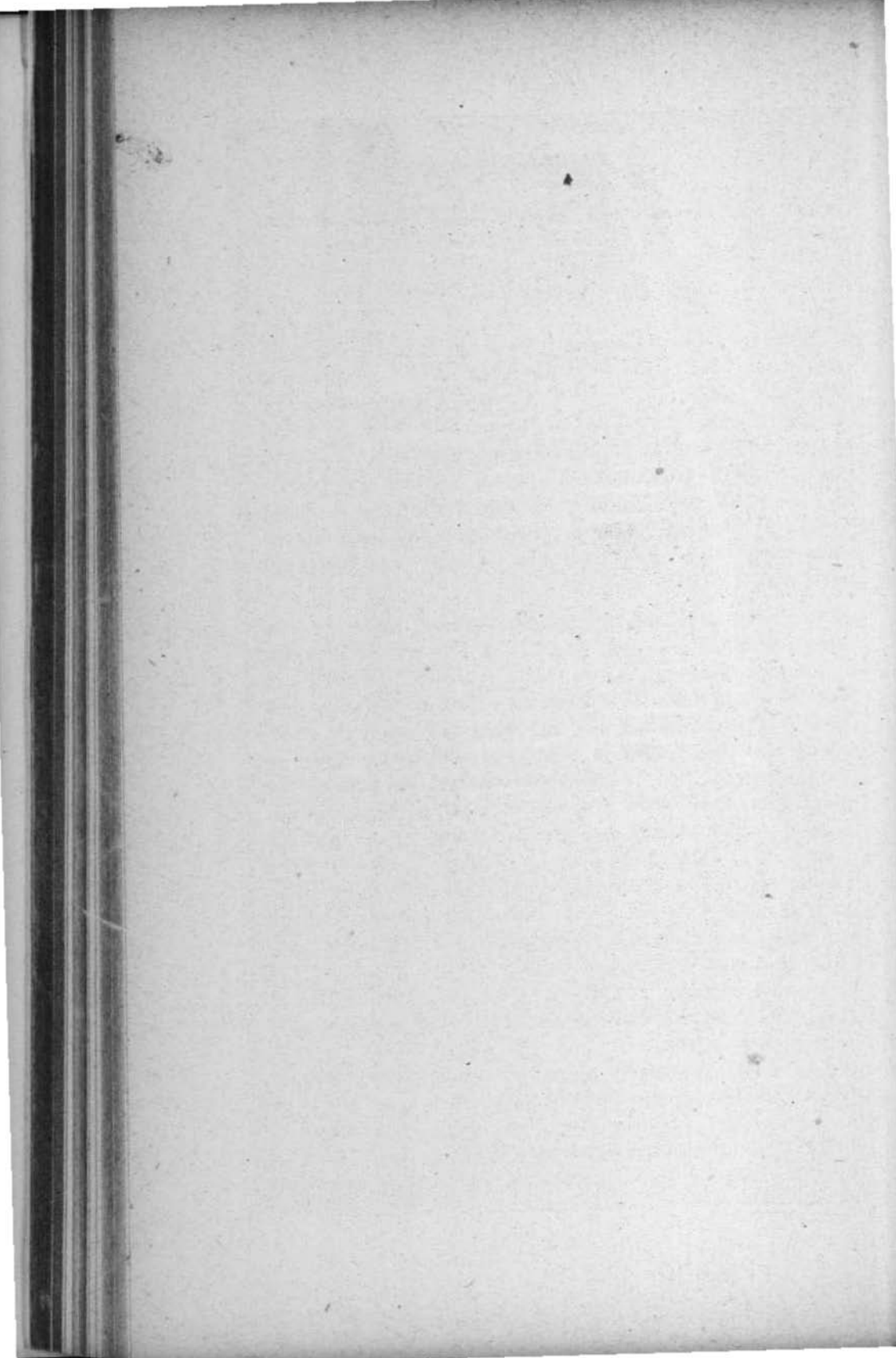
For one reason or another these schools did not come up to the standards set for the high schools of this State. The high school standards made out by the Convention of county superintendents, high school principals and other school officials at their meeting in Gainesville, March (1913), and Ft. Myers, March (1914), are followed in this report save in two particulars, viz.: The qualifications of teachers and the laboratory and library equipments. These two points will be considered in the next report, beginning July 1, 1914.

These two points are not considered in this report, since they were adopted too late in the year to enable teachers and schools to comply with them. So far as I know, every public high school in the State that is doing real high school work is listed in this report. There are several schools thruout the State that are doing first year, or ninth grade work. All of these schools are left out. There are a few others, with from one to three or four teachers in all from the first grade to, perhaps, the twelfth, that are attempting to do high school work. These are also left out of this report,—and should be left out, or wiped out, of the State, or be required to leave off all attempts at high school work.

It is a shame and a sham for a little two-, three-, four-teacher school to attempt what some few of them do in certain counties. Some such schools exist in Florida. They call themselves Senior High Schools; attempt twelve grades of work; have Commencements and Graduations and grant DIPLOMAS signed by the local and county school officials. What a shame! Such schools often times lead children and the whole community to believe that the child is being given a high school course and is being educated. Both claims are false. The community and the children are being fooled and their public school funds are being wasted. The children are losing their valuable time and will some day realize that their so-called high



DeSOTO COUNTY HIGH SCHOOL, ARCADIA, FLA.



school has played them untrue and has taught them falsehoods.

High School Teachers and Pupils.

In 1911-12 the proportion of the total number of high school teachers to the total number of high school pupils was 1 to 16. In 1913-14 it was 1 to 12. In other words, in 1911-12 there was one teacher on the average to 16 pupils, while in 1913-14 there was one teacher to 12 pupils. Of course, these proportions include all part-time teachers, and the facts are not exactly as the figures would indicate. They do show, however, that the ratio of the number of high school teachers to pupils has increased considerably in the last two years.

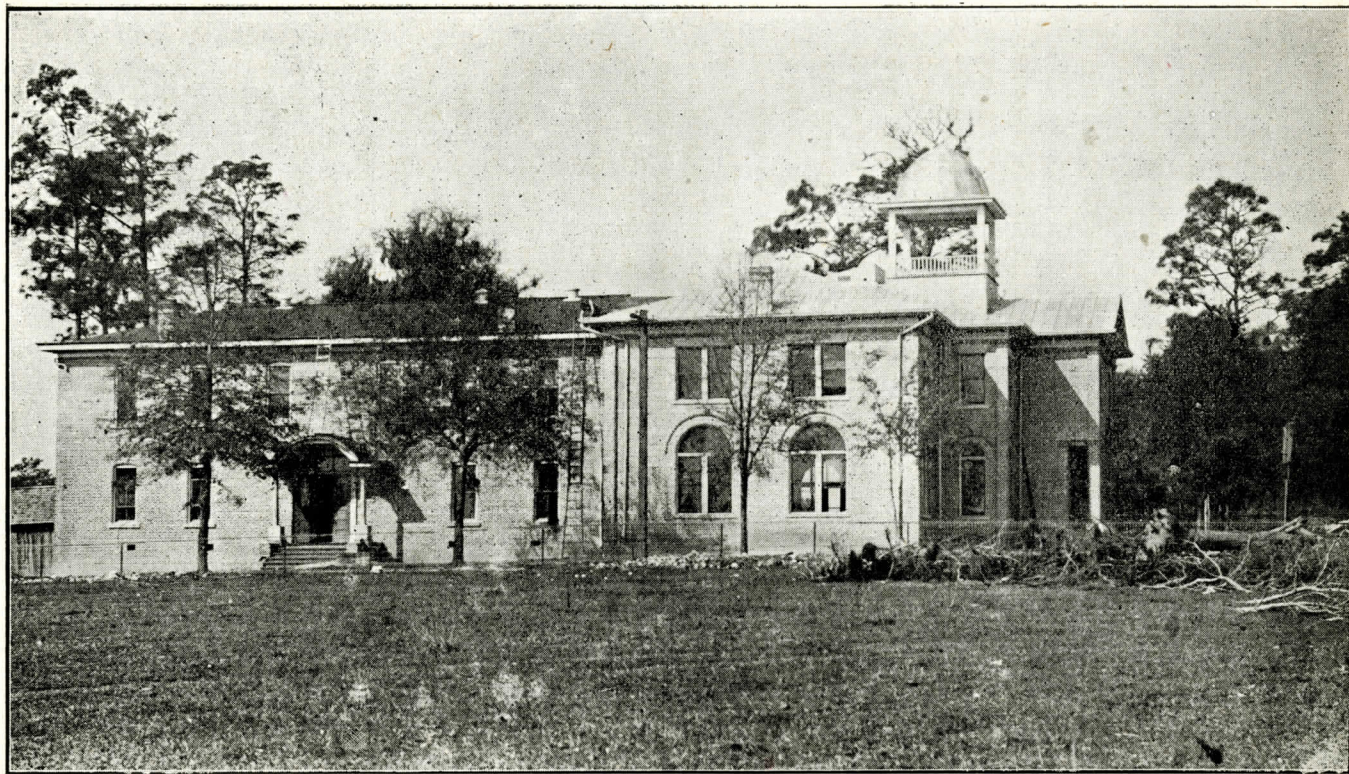
With the increased numbers in teaching force, we find better qualified teachers. In 1911-12, 49% of all the teachers were college graduates. This year, 1913-14, 56% are college graduates. This is quite a nice increase in two years. Many high schools in the State require every teacher to be a graduate of a good standard college, or its equivalent. All schools should adopt this plan as far as possible, and when new teachers are to be employed, school officials should see to it that none but the best get positions in their high schools. For a teacher to have graduated from a college does not necessarily mean that he will make a success in the school room—some college graduates are miserable failures there—but it does mean that he has had a rather definite minimum amount of training along the line that he attempts to teach. This is good, and nine times out of ten this training will enable the teacher to succeed where the untrained would fail. Again, college graduates and those who have attended college should have more influence than others in getting boys and girls to go to college when their high school education is finished. It is interesting to note that (1913-14) 65% of all the senior high school teachers were college grad-

uates, while only 37% of the teachers in the other kinds of high schools are college graduates. In 1911-12, only 53% of the senior high school teachers were college graduates. Since almost 80% of all the high school pupils are in the senior high schools, it is well that many of their teachers are college graduates. So the above proportion is not so bad.

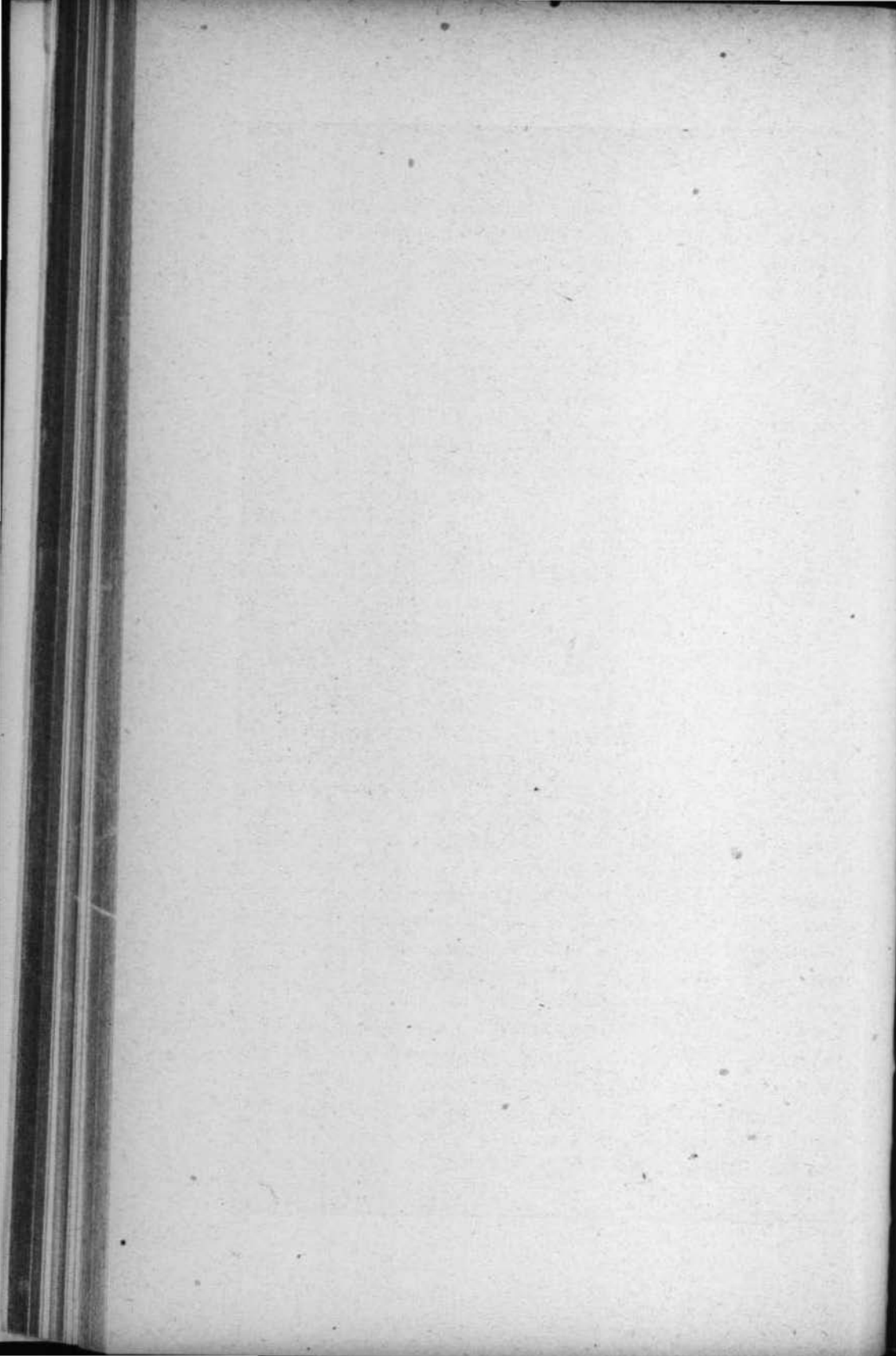
Besides being college trained, our high school teachers should have had more courses along the line of professional training. Many promising teachers fail because they lack such training. It is just as essential for high school teachers to prepare themselves for doing their special work as it is for other professions. The lack of professionally trained teachers is one of the greatest hindrances to our educational advancement that we have. And yet we still find in Florida a few school (?) men and women (of course, they are not trained themselves. It is sour grapes) who regard the professional training of any teachers as useless and a waste of time. This is unfortunate, and we hope that the day will soon come when they will see their error, and will turn their interest and efforts in the right way.

Of the 306 teachers, 126 were men and 180 were women. In other words, 41% of the high school teachers were men and 59% were women. When we compare these numbers with previous years, we find that the per cent of men teachers is decreasing. To illustrate. In 1911-12, 47% of the teachers were men; in 1912-13, 43% were men, while in 1913-14, only 41% were men. I hope this does not mean too much effeminization of our high school faculties, but it points in the wrong direction, for as the number of men teachers decreased, so have the number of boys in the high schools (See page 7).

Only 245 of the total 306 high school teachers spend all of their time in high school teaching; 61 spend only part of their time in high school work, and the other part in the grades.



HERNANDO COUNTY HIGH SCHOOL, BROOKSVILLE, FLA.



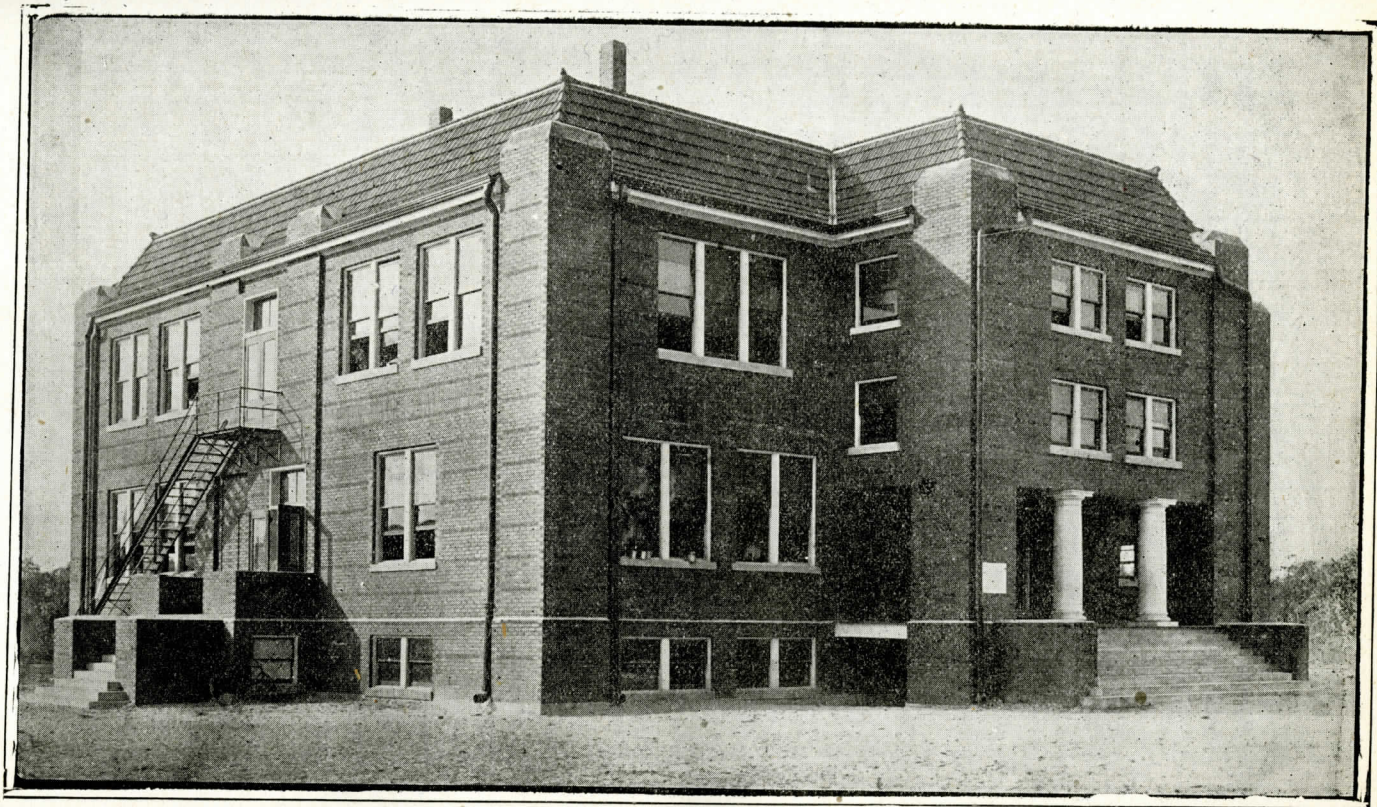
The next important question concerning our high school teachers in the amount of work they are supposed to do. Among the senior high schools we find that six principals do not teach any. They spend all of their time in supervising the work of the high school and grade teachers—if the high school is not separate from the grades as in Jacksonville and Tampa. All of the other senior high school principals teach from one to six full periods per day and try to supervise all of the other classes and grades. By referring to page 74, you will note that two of the principals teach six periods per day, seven teach five periods per day, seven teach four periods per day, while the other seventeen teach from one to three periods per day. The teaching of six 45-minute periods per day by the principal is too much, and the school that requires or allows it is making an educational blunder—if the principal has the power to be an educational leader in his school, and if he hasn't that power, he should be replaced by an individual who has—and the whole school suffers. It is ridiculous for a school to require its principal to teach four or five periods per day and expect him at the same time to supervise and be responsible for the good work of four or five hundred children and ten or twelve teachers. To so tie up and cramp down, by work that cheaper teachers could do just as well, the chief advisor, the responsible individual and the one to whom the whole community looks for the success of its school, shows a great waste and weakness in the organization of the schools that allow such. In this respect conditions are better than they were two years ago, but great improvements are still sorely needed.

The daily recitations taught by teachers in the senior high schools vary from four to eight. The average is about six. Six should be taken as the maximum for all our schools, while five should be the standard, toward which all schools should aim. The average high school teacher cannot do well all the work in and out of school

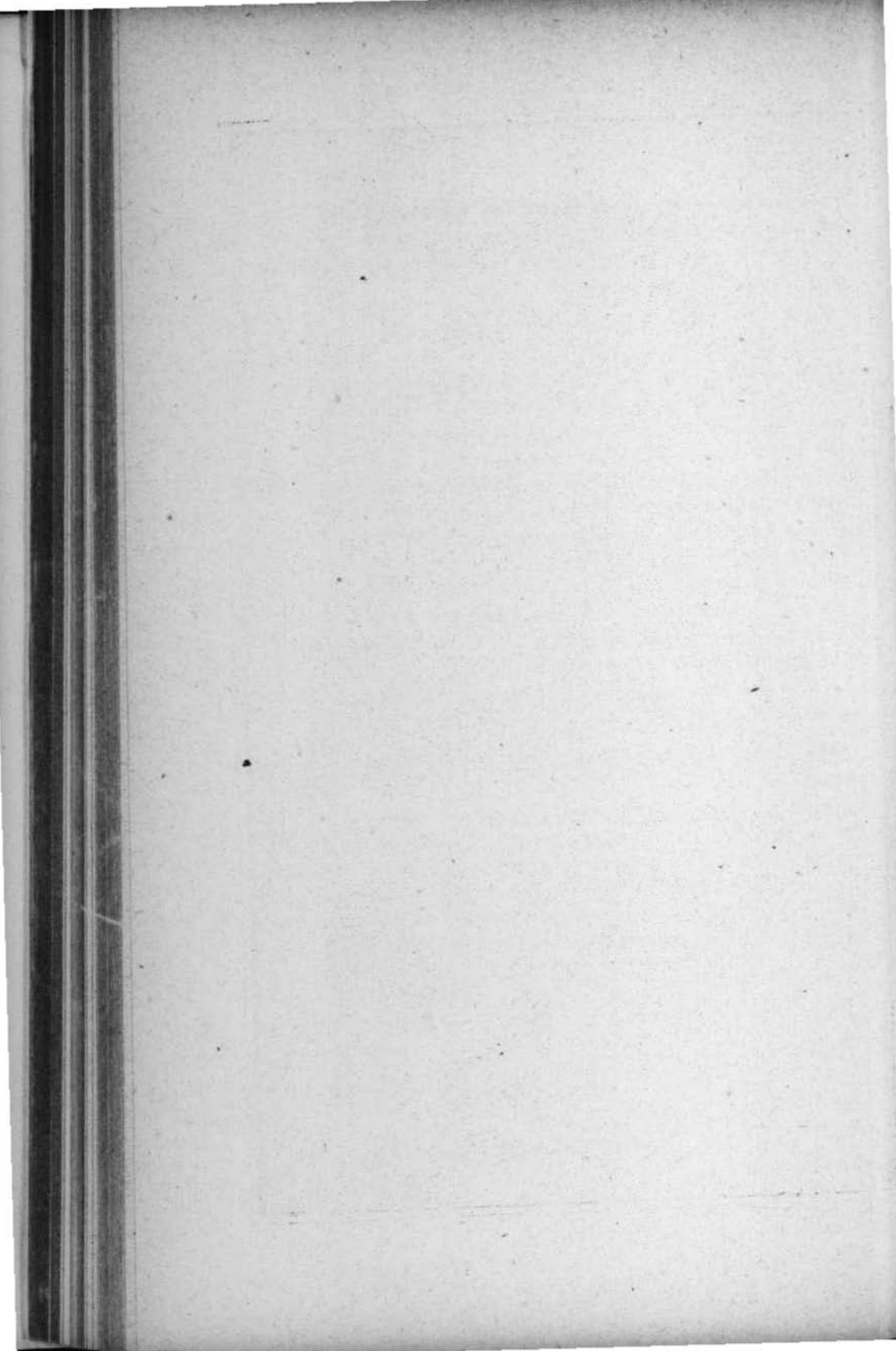
required by six full teaching periods per day. This is realized by most of our best high schools, for they do not require more than five periods per day of their teachers.

When we look at the requirements made of the principals and teachers of the schools other than the senior high schools, we find that the principals and teachers teach from four to twelve periods per day. Several schools require their principals to conduct nine or ten, and even twelve recitations per day. Of all absurdities in a civilized country, this is one of the greatest. The requirements made of many teachers are just as bad.

With the above true as to amount of work required, who can be much surprised at the following facts: Out of 83 schools, 39 changed their principals during school year 1912-13. Out of 87 schools, 37 changed principals during 1913-14. Almost half of all the high school principals in the State change positions each year. Most of these changes, I am glad to say, do not take place in our senior high schools, where we find 8 changes in 1913-14. Many of our small schools change principals each year; in fact they turn out all of their teachers and start anew each fall. There is no other big business in the world that tries to run in such a haphazard, changing way as that experienced by our schools. The regular high school teachers in proportion to their numbers, change positions as often as the principals. The average length of term for both in senior high schools is 4 years. In the other schools it is less than 2 years. There are many causes for these frequent changes. The promise of better salaries and lighter work and local school discord are the main ones. Each of these could be and would be overcome easily by any school community if it would realize the seriousness and wastefulness of these frequent changes. Nothing can so injure and so disorganize a school as the swapping about of its teachers and principals. This is evidenced on every hand when we compare the school that keeps the same faculty from year to year with the one



PLANT CITY HIGH SCHOOL (HILLSBORO CO.), PLANT CITY, FLA.



that changes every year. Some few high schools in Florida make such frequent changes in their teaching forces that many of our best teachers could not be persuaded by any means to accept a position in them.

Having pointed out and discussed the high school principals and teachers, let us look at the high school pupils. Here we find some very encouraging signs of progress. In 1911-12 only 12 of the 30 senior high schools expected their pupils to take 4 regular academic recitations only per day. For 1913-14 we find 24 senior high schools in this class, and 16 of the other kinds of schools. This is almost half of all the recorded high schools, and denotes splendid progress. The other schools require from 5 to 6½ recitations per pupil per day. Every school in the State that is attempting to do real standard high school work should require, on the average, no more than 4 regular academic recitations per day per pupil. This should be the standard, while very bright pupils might take 5 recitations per day, and very dull pupils might be allowed to take 3 per day.

These daily recitations run from 30 to 52 minutes in the 39 senior high schools, and from 25 to 45 minutes in the other 48 schools. The standard length of recitation periods that we are trying to come to is not less than 40 minutes for 2-year schools and no less than 45 minutes for all other high schools. Forty minutes is short enough for any regular high school recitation. In the last two years great improvement has been made along this line.

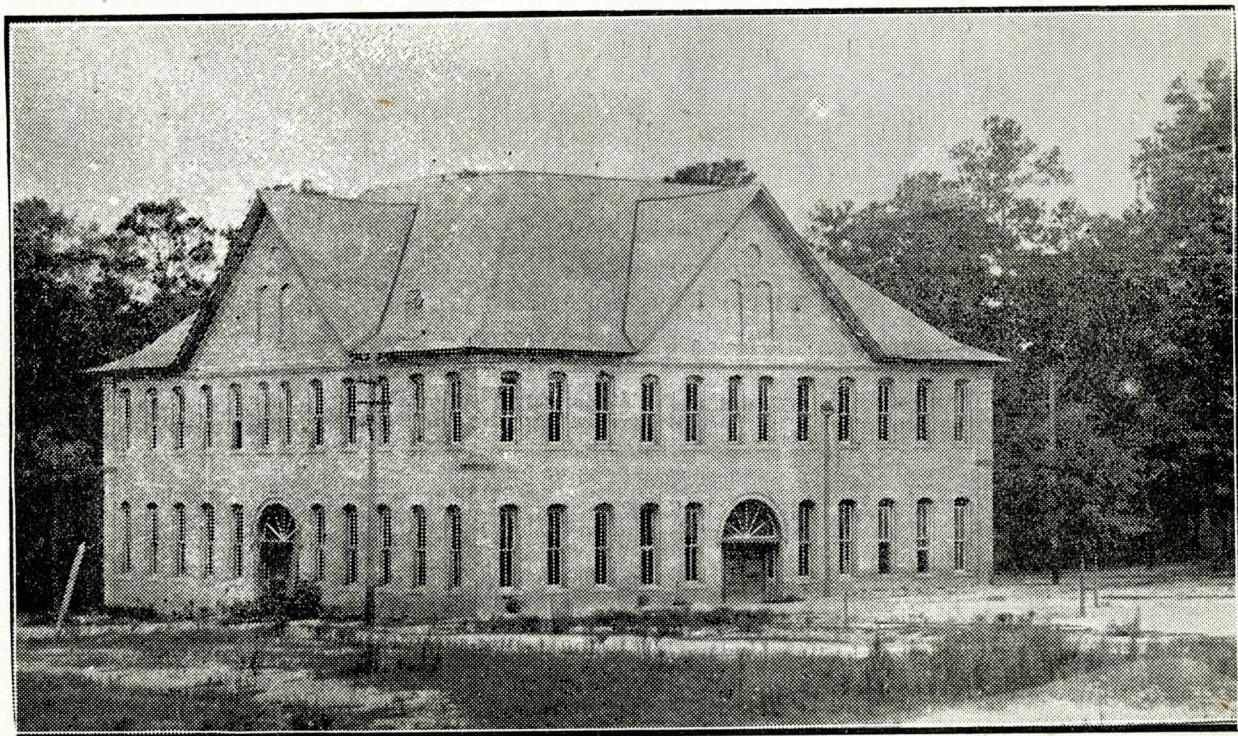
NUMBER OF PUPILS ENROLLED IN HIGH SCHOOL SUBJECTS

| SUBJECTS. | 1910-11 | 1911-12 | 1912-13 | 1913-14 |
|---------------------------|---------|---------|---------|---------|
| Grammar | 970 | 1,131 | 931 | 856 |
| Composition | 1,234 | 1,510 | 2,040 | 2,197 |
| Rhetoric | 956 | 1,178 | 1,210 | 1,044 |
| English Literature | 597 | 637 | 556 | 711 |
| American Literature | 539 | 443 | 387 | 350 |
| Advanced Arithmetic | 748 | 809 | 522 | 702 |
| Algebra | 1,708 | 2,491 | 2,337 | 2,910 |
| Plane Geometry | 427 | 653 | 665 | 854 |
| Solid Geometry | 130 | 154 | 181 | 283 |
| Plane Trigonometry | 133 | 199 | 220 | 316 |
| American History | 198 | 250 | 361 | 555 |
| Ancient History ..... | ..... | 1,409 | 1,199 | 1,331 |
| Medieval History | 1,301 | ..... | 609 | 864 |
| English History | 916 | 863 | 695 | 730 |
| Civics | 209 | 290 | 345 | 482 |
| Elementary Latin ..... | ..... | ..... | 1,487 | 2,587 |
| Caesar | 2,398 | 2,586 | 715 | 845 |
| Cicero ..... | ..... | ..... | 317 | 415 |
| Virgil ..... | ..... | ..... | 220 | 244 |
| German | 113 | 108 | 166 | 228 |
| French | 144 | 57 | 237 | 363 |
| Spanish | 77 | 102 | 91 | 26 |
| Physical Geography | 454 | 897 | 757 | 1,014 |
| Physics | 397 | 479 | 436 | 589 |
| Chemistry | 131 | 213 | 197 | 286 |
| Botany | 467 | 630 | 439 | 530 |
| Biology ..... | ..... | ..... | 149 | 372 |
| Zoology | 444 | 580 | 368 | 294 |
| Agriculture | 204 | 196 | 153 | 122 |
| Commercial Course | 161 | 158 | ..... | 150* |
| Mechanical Drawing ..... | ..... | ..... | 135 | 117 |
| Manual Training ..... | ..... | ..... | 160 | 183 |
| Domestic Science ..... | ..... | ..... | 432 | 542 |
| Miscellaneous | 467 | 408 | 105 | 265 |
| Total | 3,235 | 3,685 | 4,264 | 4,871 |

*Estimated.

High School Course of Study.

During the past two years, the course of study in our high schools, especially the larger schools, have broadened out considerably. Today we find better laboratories, therefore a greater number of students taking science, 16 schools offering Domestic Science, 7 offering Manual



GRACEVILLE HIGH SCHOOL (JACKSON CO.), GRACEVILLE, FLA.

Training, 7 offering a Commercial course, 4 offering Mechanical Drawing, 8 offering high school Agriculture. The great advance made in the last two years is brought out clearly when we compare these facts with what we found two years ago. In 1911-12 we found only 4 schools offering Domestic Science. This year we find 16. In 1911-12 only 3 schools offered manual training. Now 7 offer it. Then no more than 1 school offered Mechanical Drawing. Now we find 4. The schools that have introduced these more practical courses have my congratulations.

The work in Agriculture has not advanced as it should have. In fact the number of pupils enrolled in it has decreased from 196 in 1911-12 to 122 in 1913-14. This, it seems to me, is an unfortunate situation. When this great agricultural State so fails to recognize the worth of scientific Agriculture as to almost altogether leave the study of it out of her high schools, who can wonder at the "Away from the Farm" movement and the "high cost of living" in Florida. One of the main causes, perhaps, for this apparent neglect of the study of agriculture is the lack of qualified teachers for this work. Another cause for this that is apparent in many places is the lack of interest in the subject on the part of some of the high school principals and teachers. They did not have it in their high school or college courses and they do not know its real value as a science and as a practical study, and, therefore, they fail to encourage its introduction into their high schools. Because most of our high schools are in towns is no reason why Agriculture should not be taught in them. From 50 to 75 per cent of all our high school pupils will, in the future, be directly interested in Agriculture. Even if this were not true, Agriculture, as a science, should be given a place in the high school course.

Almost all of the time of the high school pupils throughout the State is given to the study of English, History, Mathematics and Latin, with the stress upon Mathematics

and Latin. From the table (page 20) you will note that 59% of all high school pupils are taking Algebra, while 84% are taking Latin. This is a decrease of 8% in the number taking Algebra and an increase of 14% over the number who were taking Latin in 1911-12. Of this 84% who take Latin, 53% are in the first year Latin. To show the difference between the number who are taking the classical course and those taking the scientific course, I compare the per cent of those out of the total enrollment who take first year Latin with the per cent of those of the total enrollment who take Physical Geography. Here I find 53% of the total enrollment taking Latin and only 21% of the total enrollment taking Physical Geography. In other words, 2587 pupils take first year Latin and 1014 pupils take Physical Geography; i.e., the number of those who take Physical Geography is only 39% of the number who take first year Latin.

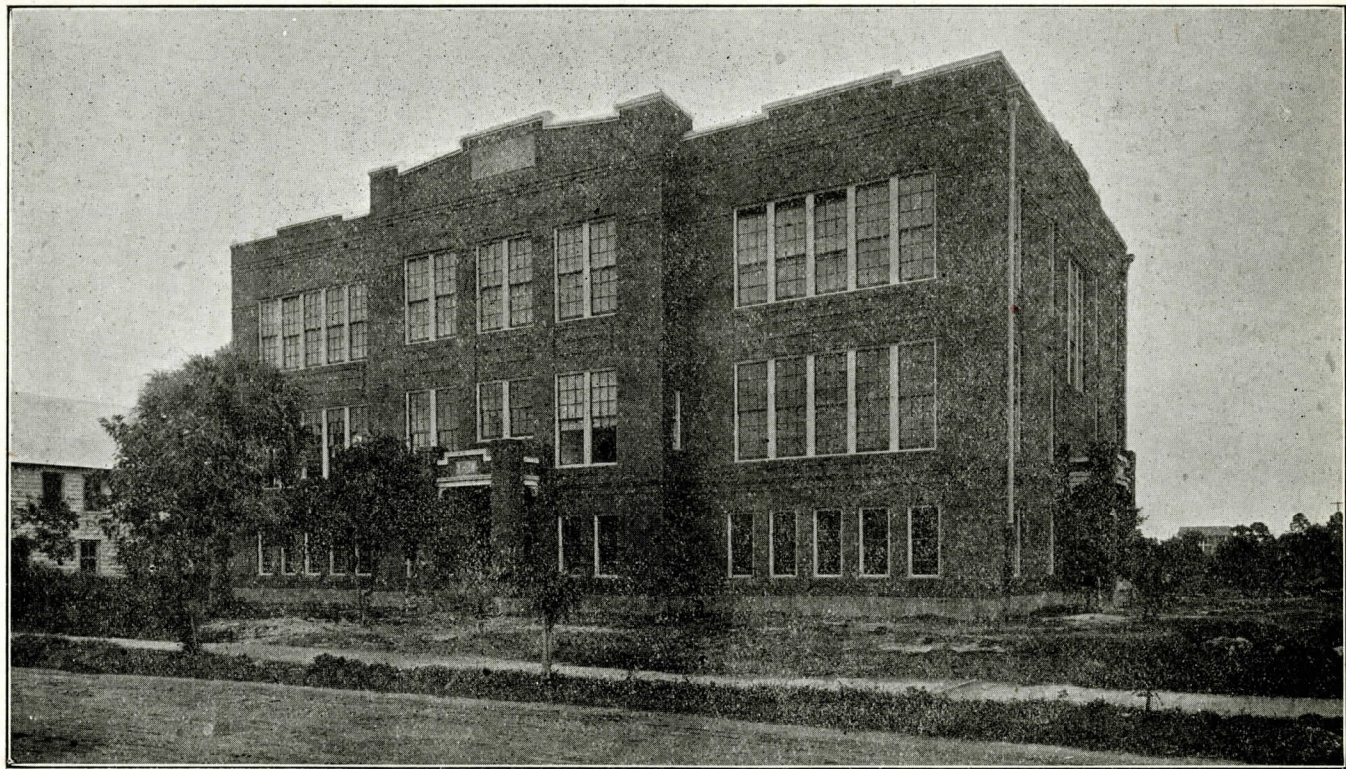
I am glad to report that the study of French and German has become somewhat more popular. Spanish seems to have been less fortunate in this respect. It has lost considerably. I believe it would be wise for our high schools to encourage the study of Spanish.

The following course of study was adopted by the Convention of County Superintendents, County School Boards and High School Principals at their meeting in Ft. Myers, Fla., March 10-13, 1914.

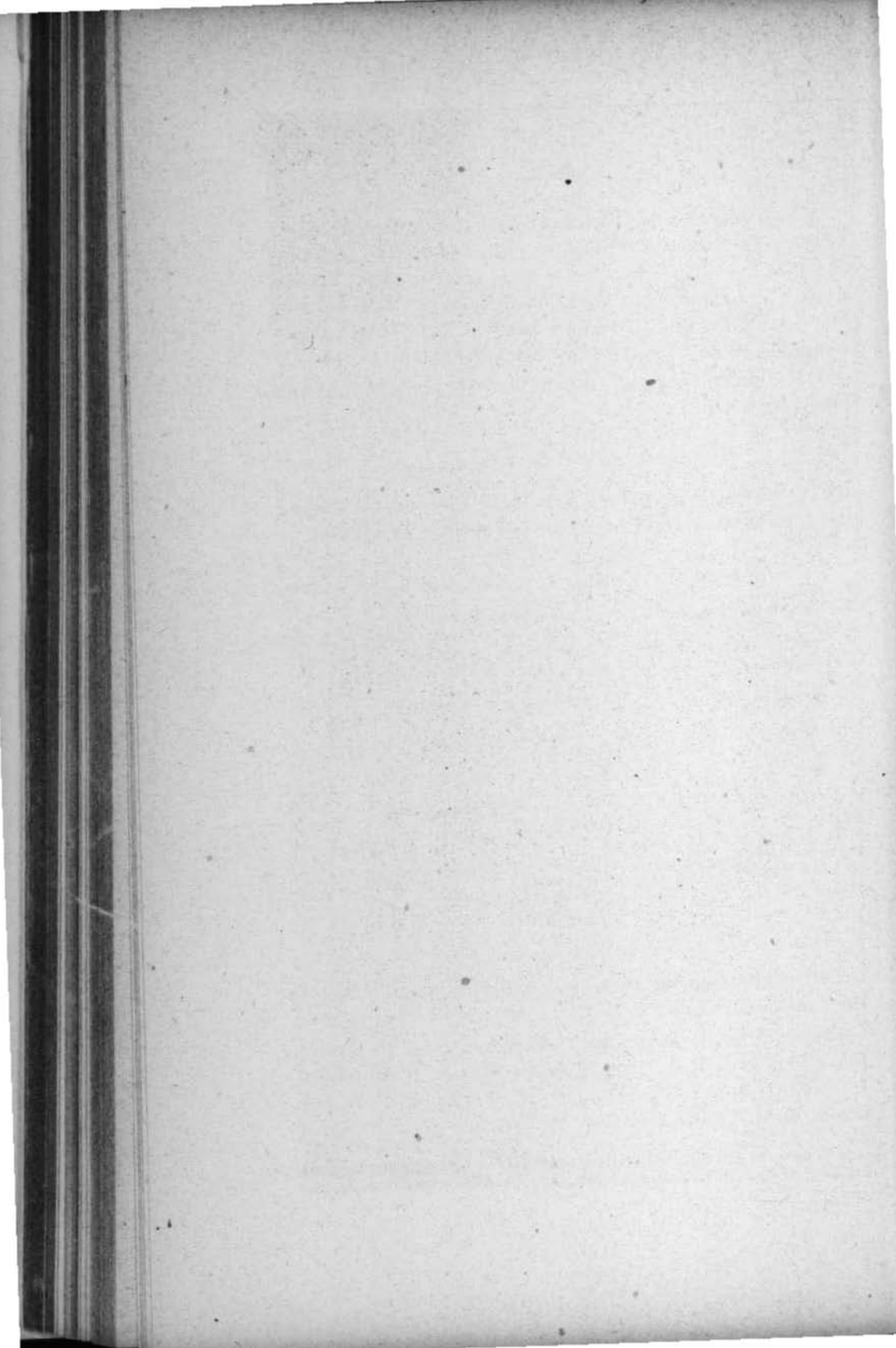
HIGH SCHOOL COURSE OF STUDY.

Required of All High School Students.

| | |
|--|-----------|
| English (Four full years)..... | 4 units. |
| Mathematics (Algebra, thru quadratic equations, and Plane Geometry.)..... | 2 units. |
| History (General History)..... | 2 units. |
| Science or Foreign Language (Latin, German, French or Spanish.)..... | 2 units. |
| — | 10 units. |



GWYNNE HIGH SCHOOL (LEE CO.), FT. MYERS, FLA.



A unit means a recitation, 40 and 45 minutes in length (See High School Regulations, which follow), each day for five days in the week for thirty-two weeks. Sixteen units are required for graduation from a Senior High School, twelve units from an Intermediate High School, and eight units from a Junior High School.

The foreign language that is elected must be pursued for at least two years.

Outline of Full Four-Year Course.

The Junior High School will cover the first two years, the Intermediate the first three, and the Senior all four.

| First Year. | | Pds. per Wk. | Second Year. | | Pds. per Wk. |
|----------------------------|----|-----------------|----------------------------|----|-----------------|
| English | 5 | | English | 5 | |
| Mathematics (Algebra).... | 5 | | Mathematics | 5 | |
| History (Ancient)..... | 5 | | Hist. (Medieval & Mod.).. | 5 | |
| Foreign Language or Sci... | 5 | | Foreign Language or Sci... | 5 | |
| Domes. Sci. & Domes. Art | 5* | | Domes. Sci. & Domes. Art | 5* | |
| or | | | or | | |
| Manual Training..... | | | Manual Training..... | | |
| or | | | or | | |
| Commercial Work..... | | | Commercial Work..... | | |
| | | 20 | | | 20 |
| Third Year. | | | Fourth Year. | | |
| English | 5 | | English | 5 | |
| Take 3 of the following: | | | Take 3 of the following: | | |
| Foreign Language..... | 5 | | Foreign Language..... | 5 | |
| History (English) | 5 | | History (U. S. & Civics).. | 5 | |
| Mathematics | 5 | | Mathematics | 5 | |
| Science | 5 | | Science | 5 | |
| | | 20 | | | 20 |

Laboratory periods shall be double in length those of the class recitations.

Prepared by the following Committee—Jno. A. Thackston, Chairman; R. L. Turner, Secretary; A. P. Montague, Dixie M. Hollins, A. D. Kean, J. H. Workman, E. L. Robinson, R. M. Evans, and Geo. M. Lynch.

*These practical courses are optional. They are not to count for any of the 20 hours of credit.

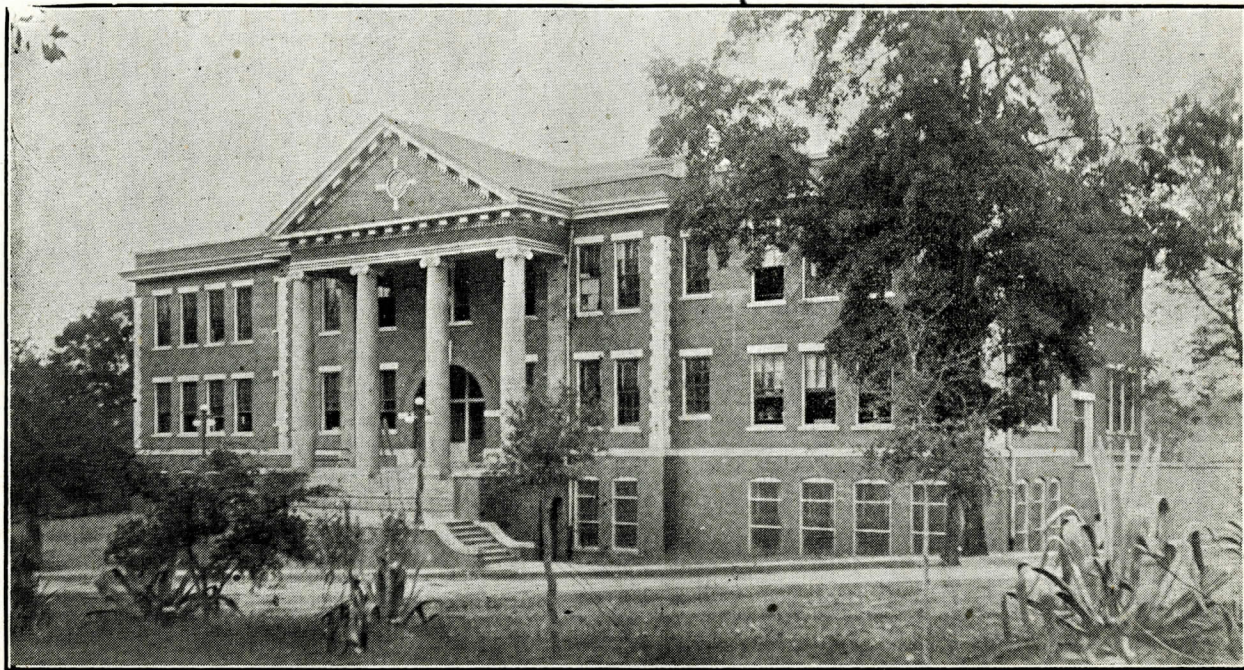
Before this goes to press, I have learned that many schools throughout the State have found it convenient to adopt this course of study. Many principals report that it is liberal enough and broad enough to suit their conditions and, therefore, they have put it in. In one particular only do I disagree with the course as above outlined. I believe that all thorough work done on the practical subjects should receive the same relative amount of credit as that done on other subjects. Not until these subjects are given the same recognition as other subjects will they occupy that prominent place which they deserve in our courses of study.

The following high school regulations were adopted by the Convention of County Superintendents, County School Boards, and High School Principals at their meeting in Ft. Myers, Fla., March 10-13, 1914.

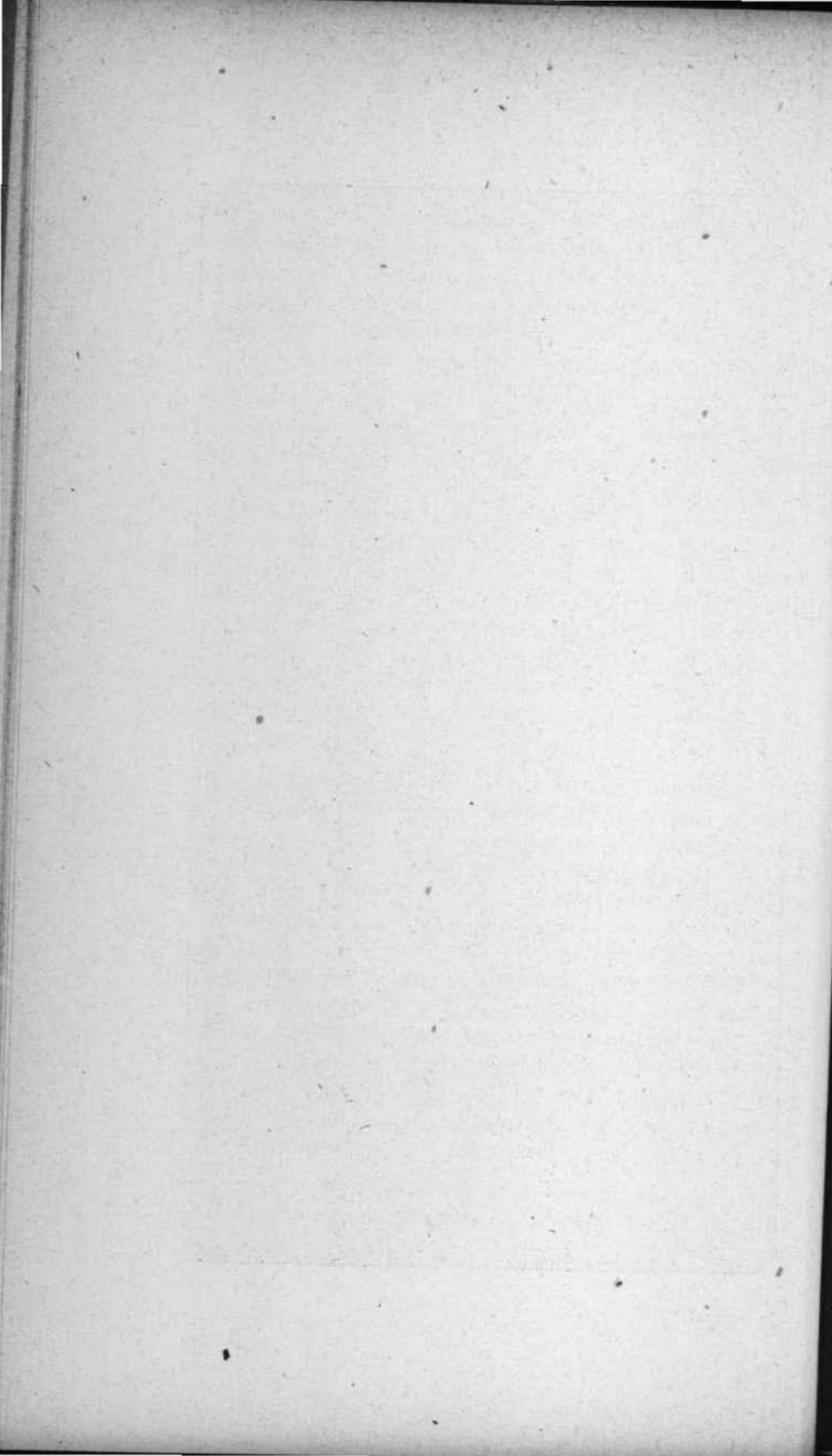
HIGH SCHOOL REGULATIONS.

The following classes of High Schools shall be recognized: Senior, or Four-Year, High Schools; Intermediate, or Three-Year, High Schools; Junior, or Two-Year, High Schools.

Senior High Schools.—A Senior High School must employ at least three teachers who devote all their time to teaching high school subjects, and must enroll not less than twenty-five pupils. The recitation period shall be not less than forty-five minutes. Not more than two courses of study may be offered by a three-teacher high school. Principals of Senior High Schools shall hold a State Certificate; provided that, a County Certificate plus a Bachelor's Degree from an Accredited College or University may be accepted for the first year's work as principal of a high school in Florida. Said College or University to be approved by the State Superintendent of



LEON COUNTY HIGH SCHOOL, TALLAHASSEE, FLA.



Public Instruction. Every high school teacher must hold a Special Certificate covering the subjects he teaches, or he must have the qualifications prescribed for principals of Senior High Schools. Every Senior High School is required to have a well selected library and a well selected laboratory* of a minimum value of \$150.00 each.

Intermediate High Schools.—An Intermediate High School must employ at least two teachers who devote all their time to teaching high school subjects, and must enroll not less than fifteen pupils. The minimum length of the recitation period shall be not less than forty-five minutes. Only one course of study shall be offered. The Principal of an Intermediate High School shall have the same qualifications as that of the Senior High School. For qualifications of Intermediate High School teachers, see under Senior High Schools. Every Intermediate High School is required to have a properly selected library and a properly selected laboratory of a minimum value of \$100.00 each.

Junior High Schools.—A Junior High School must employ at least one high school teacher who devotes all his time to teaching high school subjects, and it must enroll at least ten pupils. Forty minutes shall be the minimum time for a recitation period. A One-Teacher Junior High School shall offer one course only. The Principal of a Junior High School shall have the same qualifications as the Principal of a Senior High School, or shall hold a Florida First Grade Certificate and a Special Certificate in all the subjects taught in the Junior High School. For qualifications of Junior High School teachers, see under Senior High Schools. Every Junior High School is required to have a well selected library and a well selected laboratory of a minimum value of \$50.00 each.

No school that does not have at least four teachers in all shall be recognized as having a Junior High School Department.

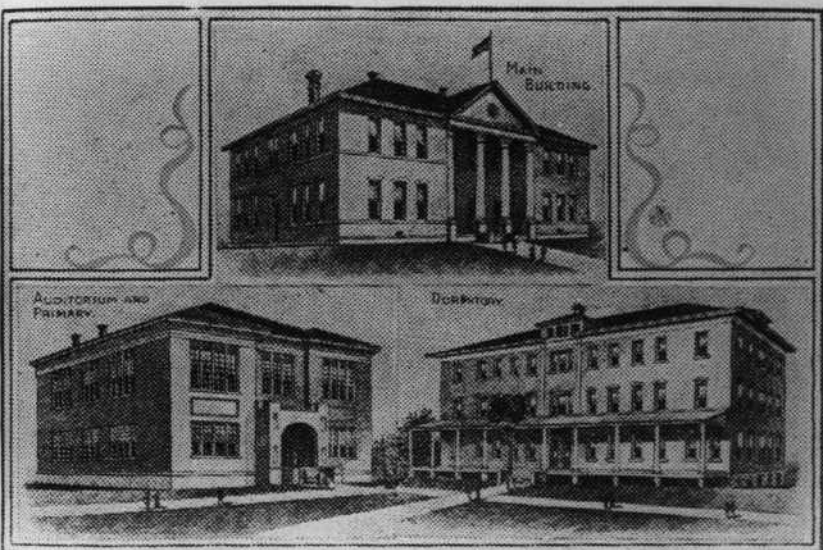
RECOMMENDATION.

All pupils who enter the ninth grade shall do so only on the conditions as prescribed by the Board of Public Instruction of the County.

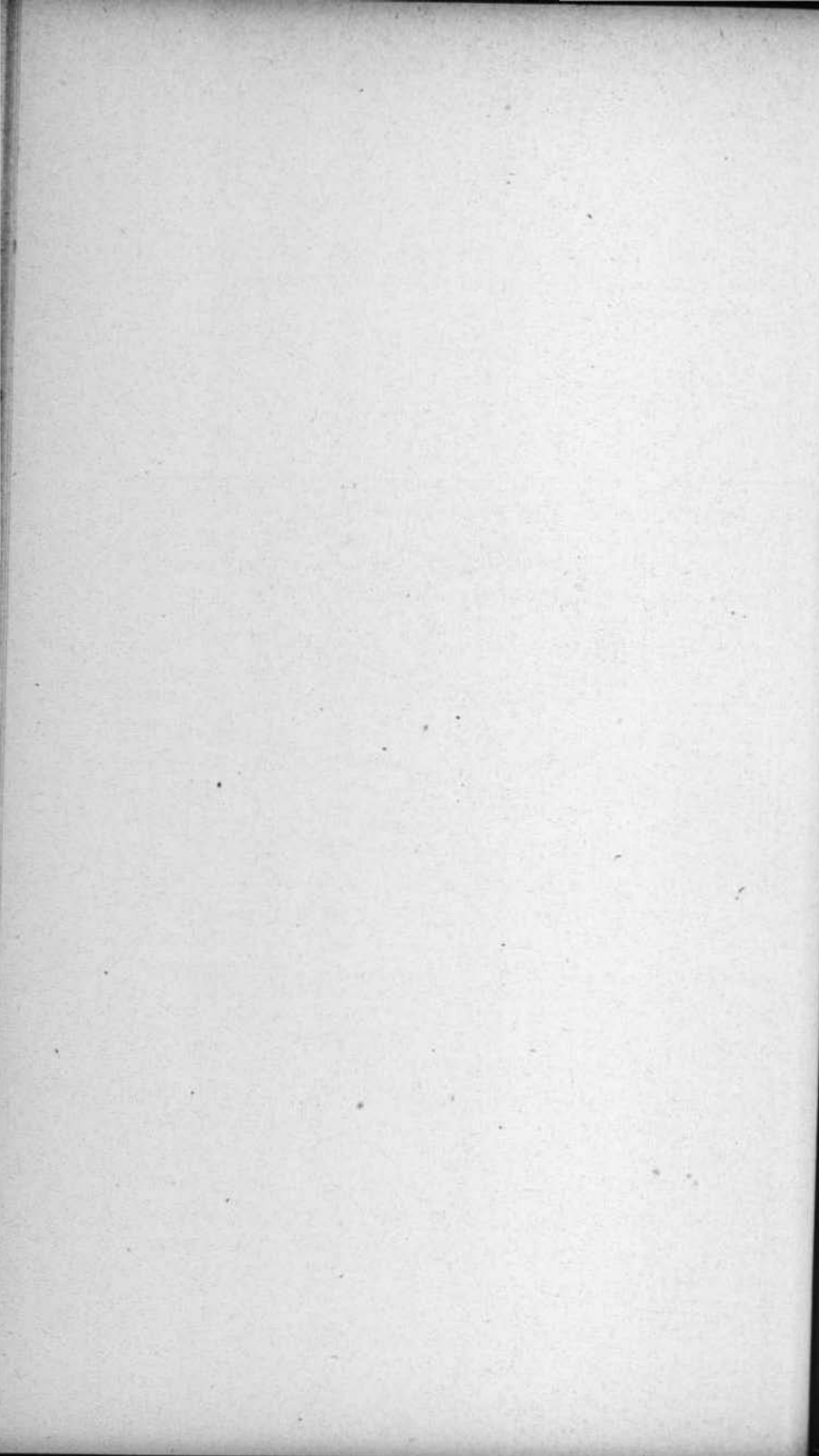
I am glad to say that most of the regulations have been made law, therefore, they are State regulations by the action of the State Board of Education. (The exact regulations that the State Board passed will be found in the State Superintendent's Report.) Those schools that fail to comply with these regulations will not be recognized by the State Superintendent of Public Instruction and the State Board of Education as standard high schools. These are minimum standards and can be met easily by every high school in the State. Many County Boards have adopted these regulations for their high schools.

Alachua County made an advanced step when it adopted in July, 1913, the following high school regulations, which were put in operation September, 1913:

1. That no grade above the 8th be taught in the schools of less than four teachers.
2. That schools of eight grades shall spend no time in preparing students for teachers' examinations.
3. That no school shall be entitled to recognition as a Junior High School that has not at least one teacher giving entire time to high school work.
4. No school shall be entitled to recognition as a Senior High School that does not have at least three teachers, giving entire time to the high school grades.
5. The number of pupils required for a Junior High School shall be not less than three in each of the two grades.
6. The number of pupils required for a Senior High School shall be not less than three in each, the 9th, 10th and 11th grades, and two in the 12th grade.



MADISON COUNTY HIGH SCHOOL, OR THE FLORIDA NORMAL
INSTITUTE AND COMMERCIAL COLLEGE, MADISON, FLA.



7. No school shall offer the four grades of high school work, unless it has two teachers devoting the whole time to high school grades.

8. No school shall be recognized as a Junior or Senior High School, unless it has laboratory equipment to the value of not less than \$100.00 and a library of not less than seventy-five volumes of histories, encyclopaedias, science and literature.

So far as I know, this was the first county in the State to adopt and put in force such splendid regulations for a county-wide system of high schools. Alachua County deserves much credit for this action.

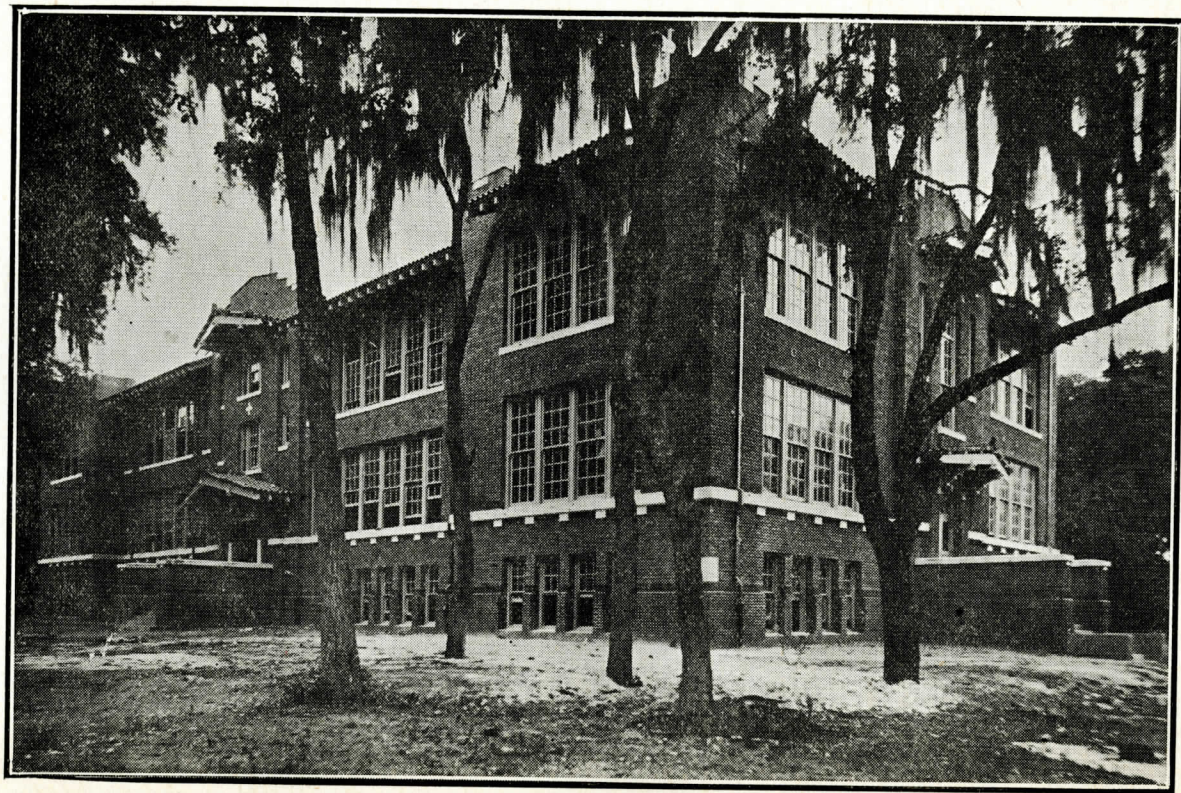
Since the adoption of the above State Regulations, many high school improvements have been made; libraries and laboratories have been greatly improved; numbers of high school teachers have qualified for the Special and State certificates demanded by the regulations; several schools have employed much-needed additional teachers; other schools have quit trying to run a senior high school with one or two teachers and have dropped down to the level that they should have recognized always as their own; some few so-called junior high schools have realized their inefficiency to do the required work and meet the standards, and have, therefore, strengthened up all along the line, or else they have gone out of the high school business altogether; many little schools with no more than three teachers have decided to leave off any attempts at high school work. All of these are significant of progress. No school or county that is at all progressive can ask for lower standards. Every one should recognize the justice of each of these requirements and should not be satisfied until his or her school not only meets them, but goes beyond them and makes a record for itself for new and better things.

Teacher Training in the High School.

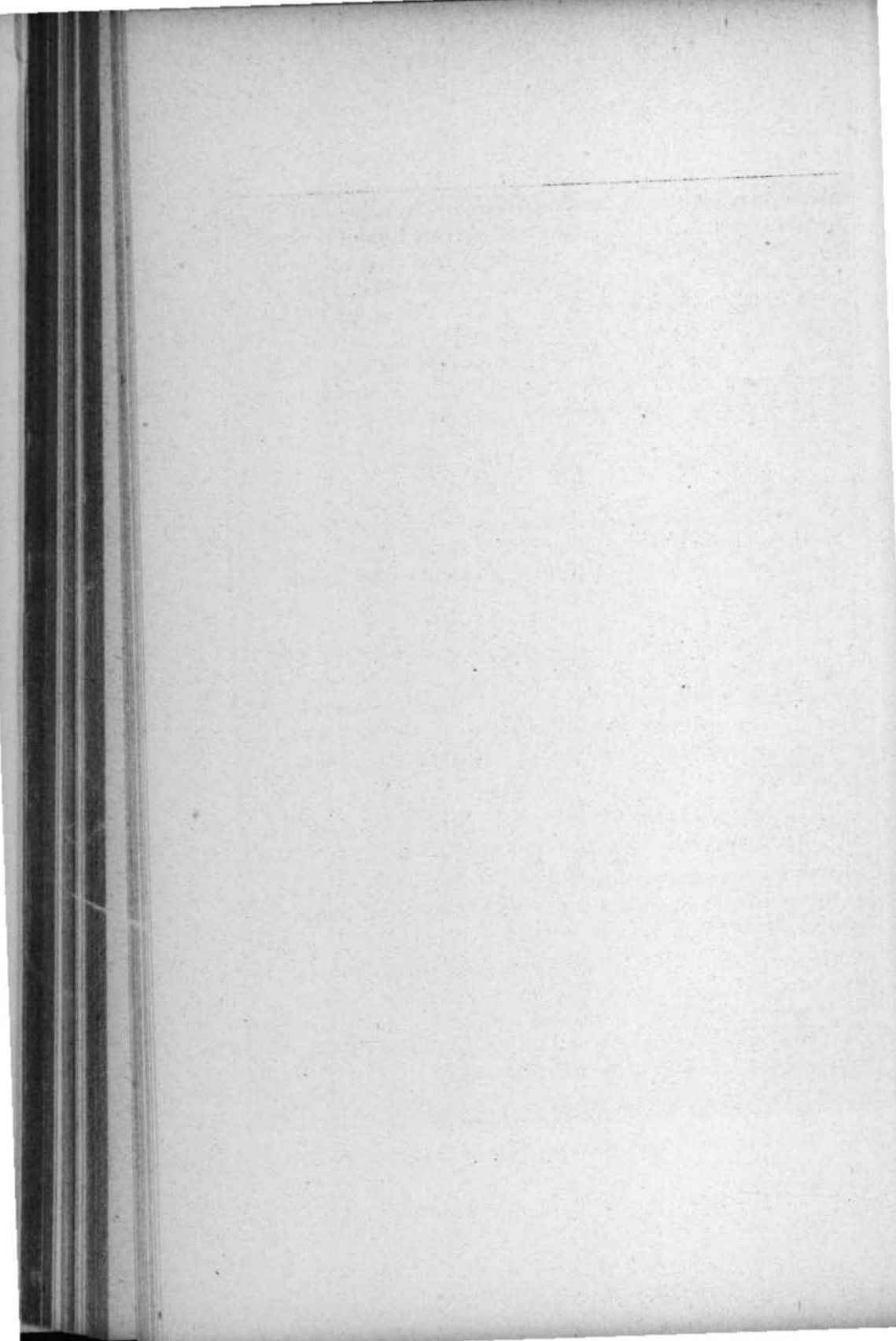
Again I desire to bring to the attention of our high schools the work they could do in helping us train teachers for the rural and graded schools. The rural schools of Florida have no trained teachers to speak of. Many of our town and city graded schools are in the same condition. All are looking for teachers who have had some professional training, but they are not finding one-tenth of the number needed. There is only one possible way for the State to get even a fair proportion of its rural and graded teachers trained. A half dozen normal schools scattered over the State wouldn't supply all the trained teachers for our town and city schools, let alone the rural schools. The only way that we can get them is by providing teacher training courses in our senior high schools. This would give us about forty teacher training schools and would help wonderfully in the way of supplying the demand for trained teachers. With some such course as the following, I am certain that our high school graduates would be better able to teach school than they would be without having had such a course:

At the beginning of the third year of the high school, the strictly professional work should begin and should continue for two years. During the first and second years of the high school, hurried and helpful reviews of the elementary and grammar school subjects can be given. The third year's work should consist of Classroom Management and Reviews (of certain of the elementary and grammar school subjects) and Methods of Teaching these subjects. In the fourth year, the work should consist of Elementary Psychology, Reviews and Methods (like third year) and Observation and Practice Teaching. This observation and practice teaching should be done in the grades under the direction of the best teachers in the school.

Many high school men oppose this plan of training teachers, and I, myself, do not think it ideal—a good



MARION COUNTY HIGH SCHOOL, OCALA, FLA.



course in a regular normal school would be better, and I should prefer it,—but it is the best we can do now. Why not give it a fair trial, since the State has nothing better to offer? If it proves worthless, do away with it; but if it is good, encourage it. This is fair. The great States of Minnesota, Michigan, Iowa, Kansas, Nebraska, Arkansas, and ten or twelve others, train teachers in their high schools, and they find that they are not willing to give up the plan. Evidently they find great good in it.

Local High School Progress.

To show the high school progress made in certain localities thruout the State, I am happy to quote the following statements from a few principals who were kind enough to send them in.

Bradentown.—"A fine brick High School building has been constructed, with well equipped laboratories for courses in Chemistry, Physics, Physical Geography, Biology, Agriculture and Domestic Science (Cooking, Sewing and Serving,—the building and grounds costing about \$45,000.00.

The High School enrollment has increased from 53 to 100; the faculty has been increased from three to seven.

The curriculum has been widened by the addition of a practical course in Agriculture, Domestic Science Courses, and a Teachers' Training Course.

The tone and spirit of the school, always good, have been strengthened by growth in numbers, improved equipment and environment, a broader curriculum, and hearty co-operation between teachers and students in everything pertaining to the improvement of the school.

(Signed) Horace C. Gillespie,
Principal Manatee County High School.⁵

Dade City.—"During the year 1912-13, the High School outgrew its accommodations, and the school decided to erect a commodious high school building. At the beginning of 1913-14 the High School moved into its new brick building, thoroughly equiped with library and laboratory. Printing, Journalism and Domestic Science were added to the curriculum.

(Signed) P. W. Corr,

Principal Pasco Co. High School."

Daytona.—"We have added about one hundred volumes to our library and about \$200.00 worth of equipment to our Department of Biology and Physics. Last year (1913-14) we spent \$1,000.00 in installing a Domestic Science Department. The advance in numbers during the two years was from 50 to 65.

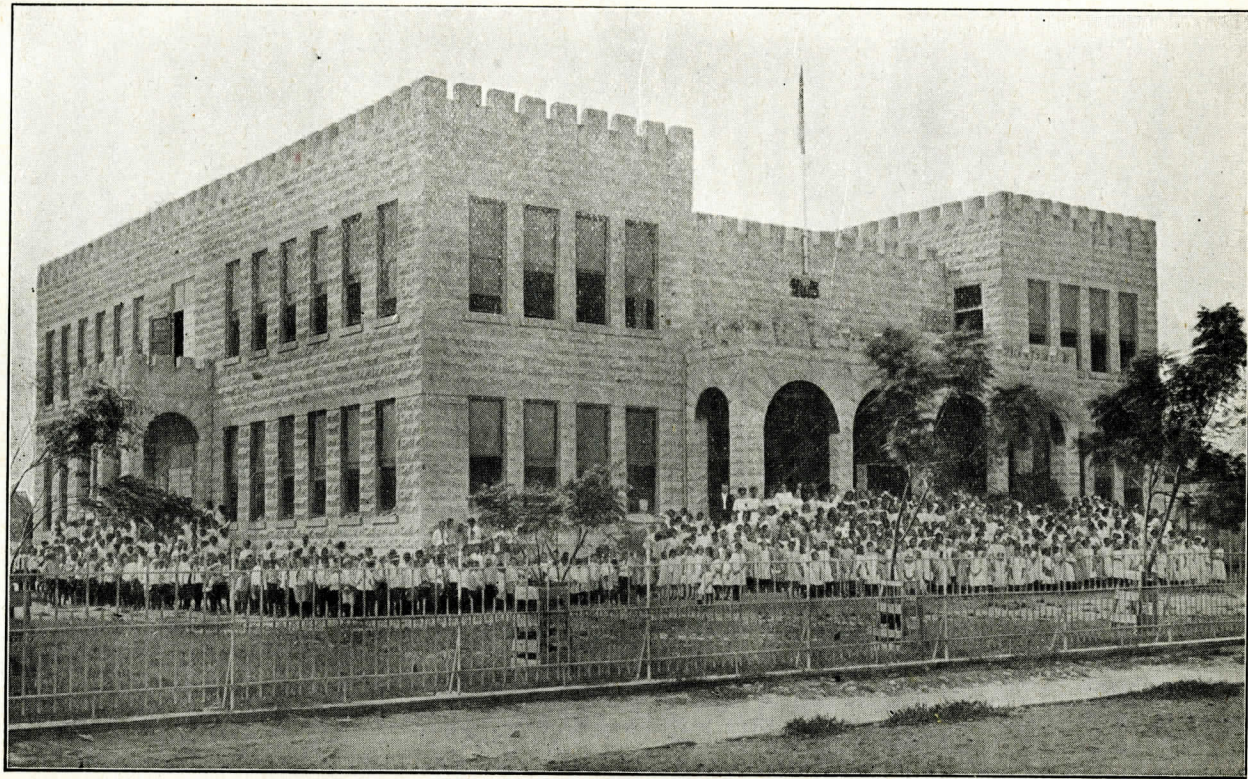
(Signed) Mabel P. Rogers,

Principal Daytona High School."

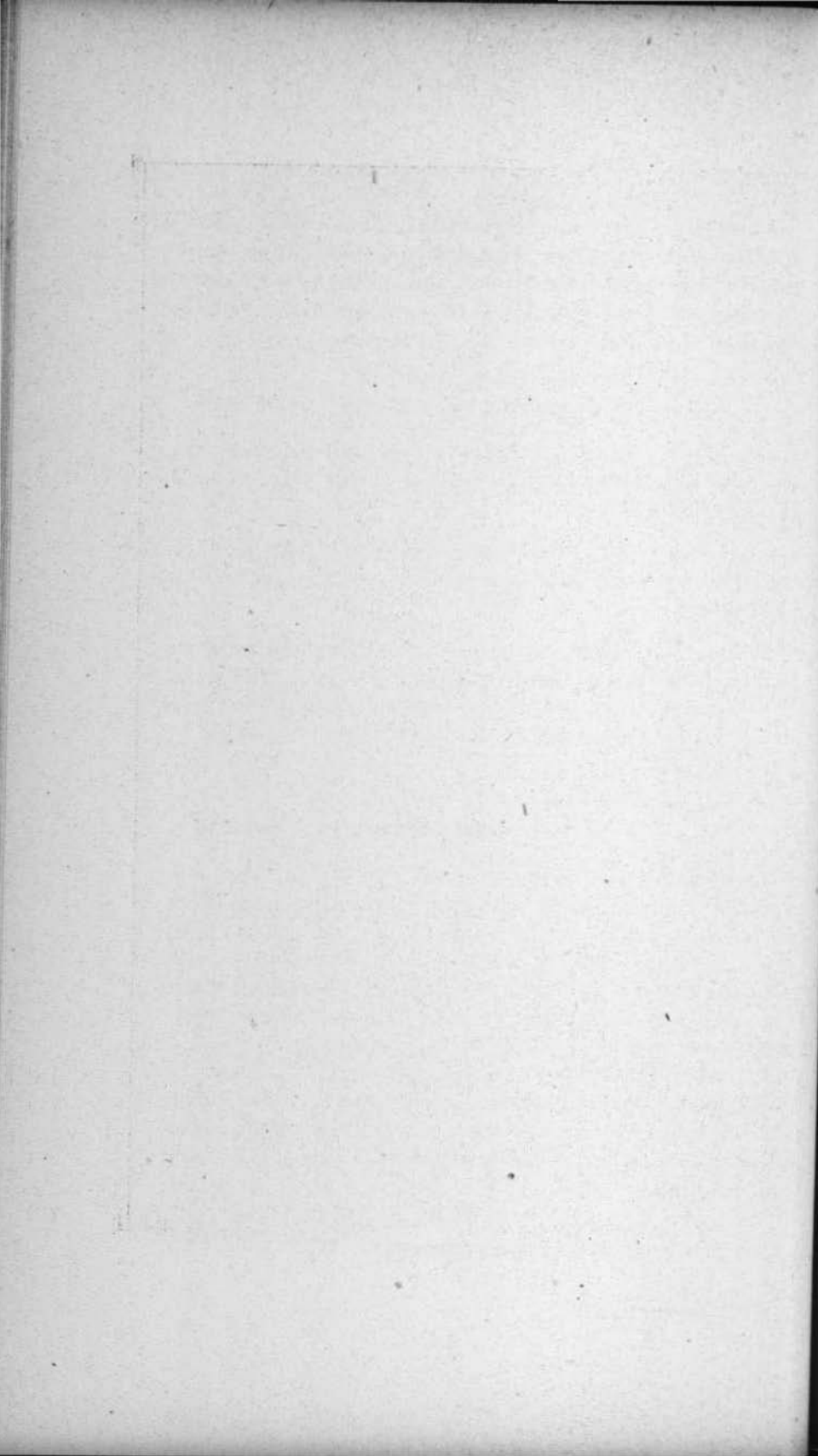
Ft. Myers.—"From a small high school of forty to fifty pupils occupying two rooms in the grammar school building in 1912-13, we have grown to be a splendid body of almost a hundred students comfortably situated in a well-equipped new building designed especially for the use of the high school. Our teaching force is made up of four well qualified teachers in addition to the principal. Our curriculum is broadened this year by the addition of Chemistry, with a complete laboratory for teaching the same; Agriculture, with a laboratory and a fully equipped school garden, and modern Languages.

(Signed) R. M. Sealey,

Principal Gwynne High School."



DR. HARRIS HIGH SCHOOL (MONROE CO.), KEY WEST, FLA.



Key West.—"During the years 1912-13 and 1913-14 Harris High School, of Key West, made decided progress, especially in respect to the amount and quality of work done. In those years the school was brought up to the requirements of standard high schools of the State.

(Signed) M. P. Geiger,
Principal Key West High School."

Leesburg.—"In 1912-13 the enrollment increased so that we were obliged to add one teacher. That year we had three graduates.

In the year 1913-14 we were obliged to add another room and then we were crowded. We had eleven in the graduating class.

We are now constructing a large brick building with twelve class rooms besides Manual Training, Domestic Science, and laboratory rooms. We will have about three extra teachers next year. We have fourteen pupils to graduate this year.

(Signed) G. E. McKay,
Principal Leesburg High School."

Live Oak.—"The Suwannee High School has made substantial progress in the past two years. The attendance of the girls has increased markedly and that of the boys has practically doubled, while a more wholesome school sentiment seems prevalent throughout the community. Our present building greatly handicaps our progress, but \$85,000.00 (\$70,000.00 from the voting of bonds by the district and \$15,000.00 from Suwannee County) will soon be available for the construction of a new school plant. When this is realized we hope to add to our course of study those practical subjects that mean so much in the success of the modern high school.

(Signed) J. R. Monahan,
Principal Suwannee High School."

Miami.—"Now as regards the progress of the Miami High School during the years 1912-13 and 1913-14 I wish to say that much has been done. They have established a splendid Commercial Course, covering two years of hard work, with an enrollment of 42. They have added a course in Home Economics, which is offered to all girls in the High School. They now offer three separate courses in the High School, the College Preparatory, the Scientific, and the General Course. They are now building a separate High School building costing over \$50,000.00 in addition to three new ward schools, which, when completed, will give the city seven handsome school buildings.

(Signed) J. H. Workman,
Principal Miami Public Schools."

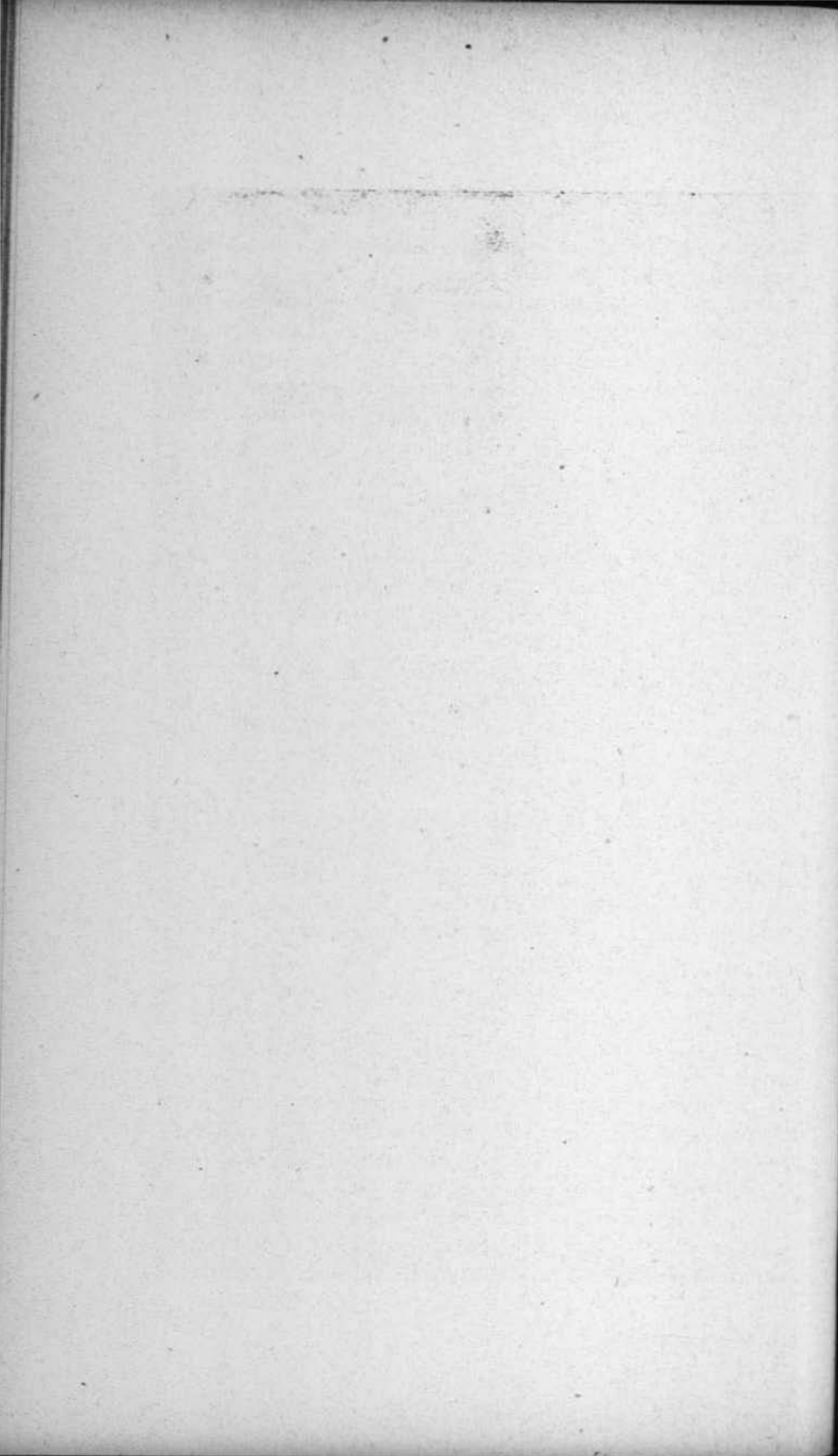
St. Augustine.—"During the past two years the attendance in the St. Augustine High School has increased 30% and another teacher has been added. Courses in Penmanship, Mechanical Drawing, Manual Training and Commercial subjects, each under a special teacher, are now offered. A dental office has been fitted up in the school building and a competent dentist, whose salary is paid by a public-spirited citizen, does the dental work of both teachers and pupils without charge.

(Signed) C. A. Keith,
Principal St. Augustine High School."

These few brief statements give some idea of the progress made during the last two years in a few of our high schools. Almost every high school principal in the State could truthfully write similar statements. The progress on the whole has been wonderful. Splendid new school buildings can be seen in almost every town where they were needed two years ago. (Only two towns of any size in the State, Palatka and New Smyrna, have failed to



OSCEOLA COUNTY HIGH SCHOOL, KISSIMMEE, FLA.



equip their schools with new, comfortable and suitable buildings. These two towns can't afford to be behind and fail to give their children the educational advantages that *all* other large towns are giving theirs. So I predict that these buildings will come soon.) Larger enrollments, more suitable special and general equipment, and better conditions in general are found in almost every high school in the State.

High School Inspection.

In going about from school to school during the last two years, I find that I have traveled from 45,000 to 50,000 miles on the trains. Besides this, I have gone hundreds, perhaps thousands, of miles in automobiles and buggies. Florida is a big State and her distances are great, and some of her railroads are not of the best. So, taken altogether, to make the trips that I have made in the time that I have made them is a considerable task and requires early and late hours.

During the past two years, I have visited and inspected every high school in the State. To many schools I have made five or six trips during this time, while to others, I have gone one or two times. Where I found that I could do the greatest good, there I visited the most often. This has been and will continue to be my policy. Wherever I have gone, the high school people and County Superintendents have shown me great kindness. I have been cordially welcomed into every school that I have visited, and have been urged to return again. Here has been one of my greatest difficulties in that I could not visit every school every time it invited me. But this would not have been necessary. I always find high school principals and teachers ready and willing to talk over their problems with me and to listen in the most kindly way to any suggestion or criticism that I might make. At all times I try to be perfectly frank in my criticisms and suggestions.

This the teachers seem to appreciate, and when they think my suggestions worthy, they accept them. All of our principals and teachers are anxious to advance their schools and their own individual work. I have yet to find one who is not desirous of having the best for his school. Altogether they are an earnest and faithful body of men and women and are doing much to upbuild the future citizenship of Florida.

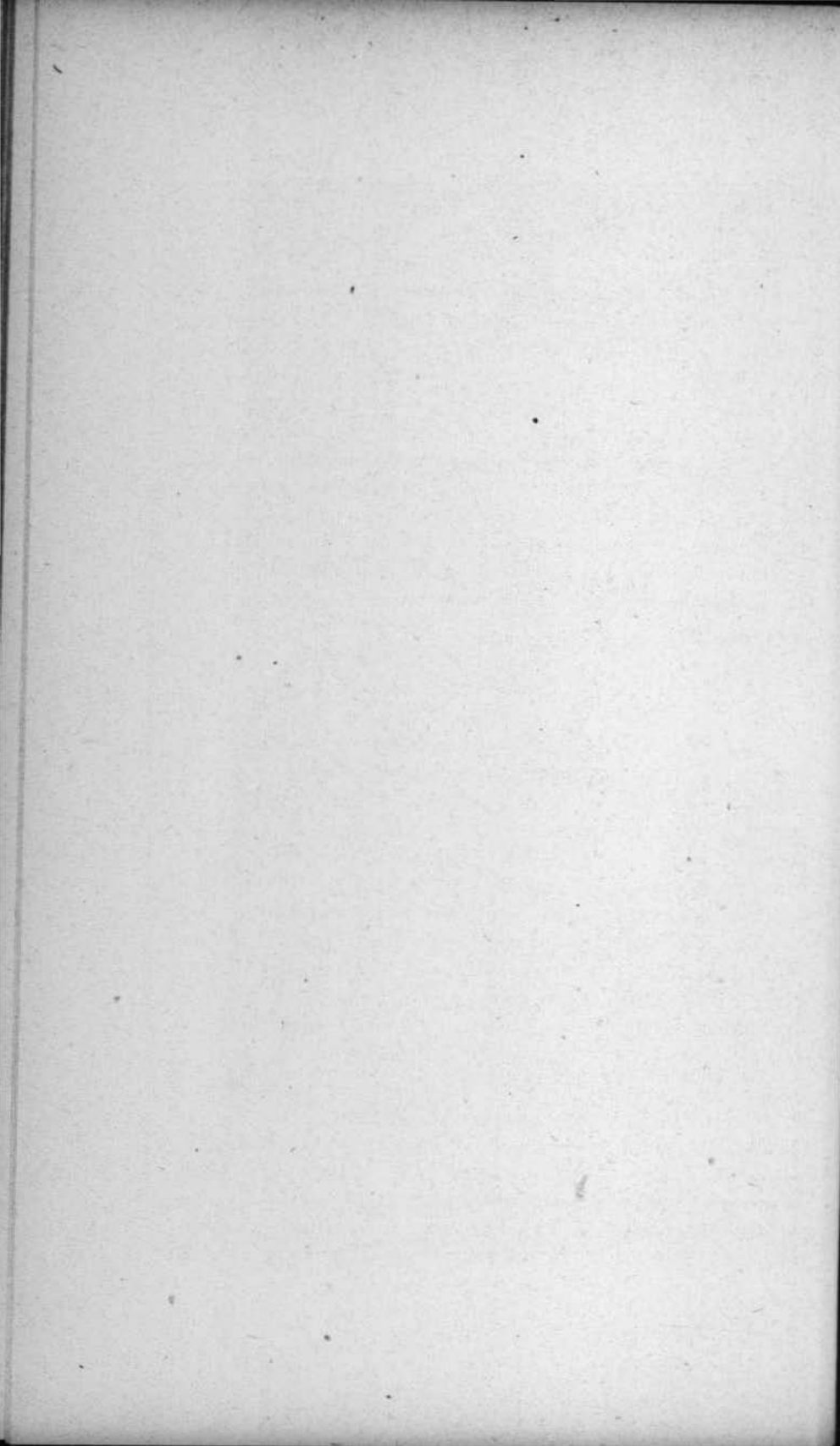
Besides visiting schools, I carry on quite an extensive correspondence with the high school people of the State. Each year I send out hundreds of letters in the interest of high school education in Florida. I consider this part of my work important. In addition to this I make written monthly reports of my work to the State Superintendent of Public Instruction and the University of Florida, and send copies of same to the General Education Board.

High School Literary Societies.

Many high schools in the State have their students organized into debating and literary societies. Some schools make this work compulsory on all students, others make it optional. The societies meet from two to four times per month and carry out a regular program, which consists of debates, declamations, readings, music, etc. I have had the privilege of attending a few of these society meetings, and was much pleased with them. They impressed me as necessary parts of all high schools. Every high school in the State should conduct one or more of them. There is nothing else in the school that can take their very important place. The hour spent in the meetings is worth as much to the students as any other hour of the school day. In fact, I believe that a good debating society that meets once per week gives as much good training to the pupil as any one of the regular academic studies he takes.



PASCO COUNTY HIGH SCHOOL, OR CENTRAL NORMAL COLLEGE,
DADE CITY, FLA.



High School Magazines.

Several of our larger high schools are now publishing monthly magazines. The general direction and supervision of these is usually in the hands of the English teacher, who makes it a part of the general literary training of all high school pupils. From inquiry of those who have such magazines, I learn that they are very helpful. They stimulate an interest in literary life and activities that nothing else can reach. I most certainly commend the efforts of the pupils and teachers of the schools that put out magazines; many of them are splendid. I take this opportunity to express my thanks to those schools who so kindly keep the name of the High School Inspector on their permanent mailing list.

High School Annuals.

The issuing of Annuals by the graduating classes of our high schools is a new movement among most of the schools, and I desire to encourage it. During this past spring several attractive Annuals were issued. Many of them would do credit to a college. The graduates and their friends were enthusiastic over them. In them appears some of the best literary efforts of the past year, while local and personal interests are not neglected. Thus we have in one volume many of the things that will be treasured by the class in all future days. For copies of several of these Annuals the High School Inspector here extends thanks.

Declamation Contests.

At the Annual meetings of the Florida Educational Association, high school declamation contests are held. These are conducted according to regulations laid down by the Association and can be entered by all high school pupils. They do much toward stimulating work of this

kind, and they should be entered by more schools than at present seem to be interested in them. To the winners gold medals are awarded. To win in the contests is quite a great honor and I trust that at the next meeting many pupils will compete for the honors. It is with pleasure that I here give the names of those who have won during the last two years.

Medal Winners at Ocala, January, 1913.

Miss Lorene Waver, Plant City High School; a member of the Fourth Year Class; eighteen years of age.

Mr. Harold S. Buzza, Osceola High School; a member of the Fourth Year Class; seventeen years of age. Subject, Patrick Henry's speech entitled, "Give Me Liberty or Give Me Death."

Medal Winners at Key West, January, 1914.

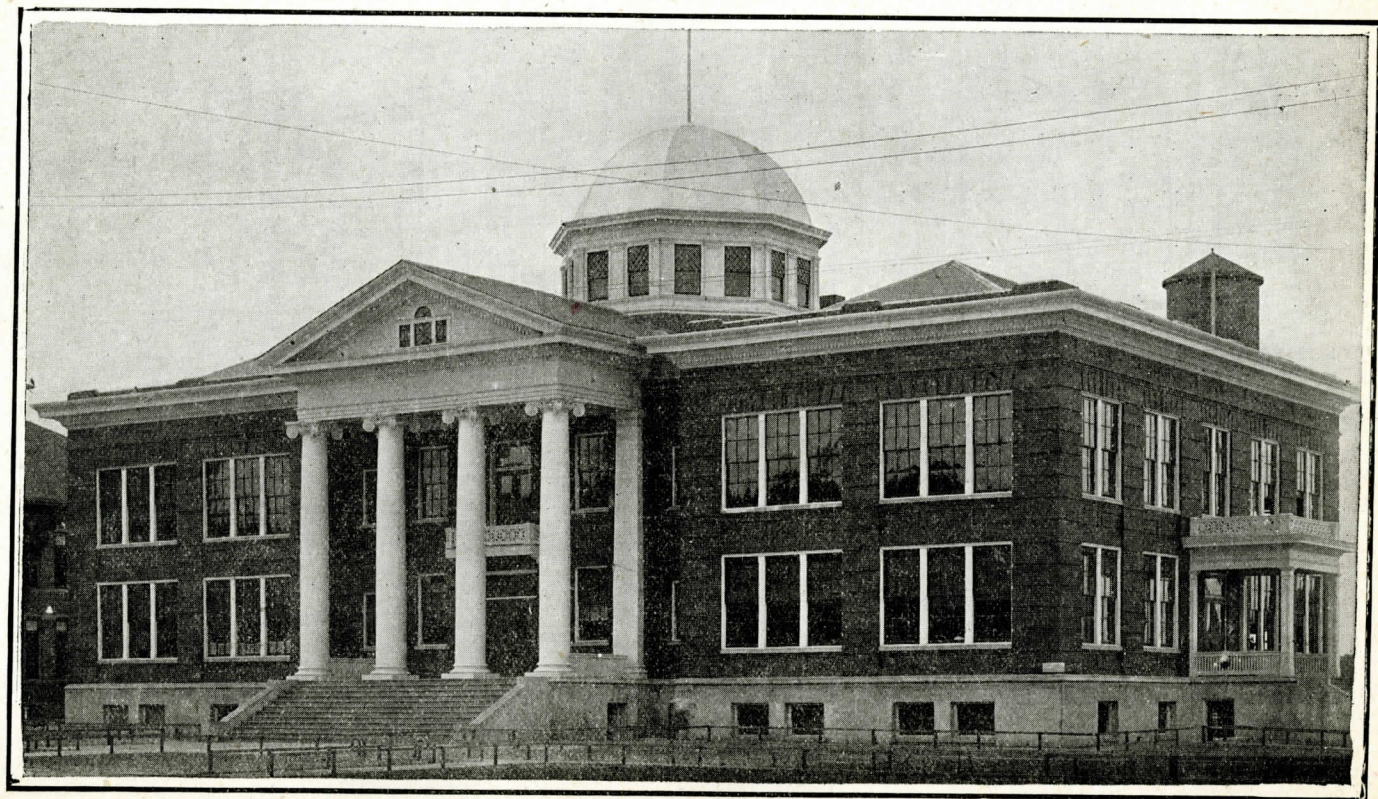
Miss Gretchen Hand, Miami High School; a member of the Second Year Class; sixteen years of age. Subject, "The Tenor."

Miss Lillie Trawell, St. Lucie County High School; member of the Third Year Class; seventeen years of age. Subject, "The Gypsy Flower Girl."

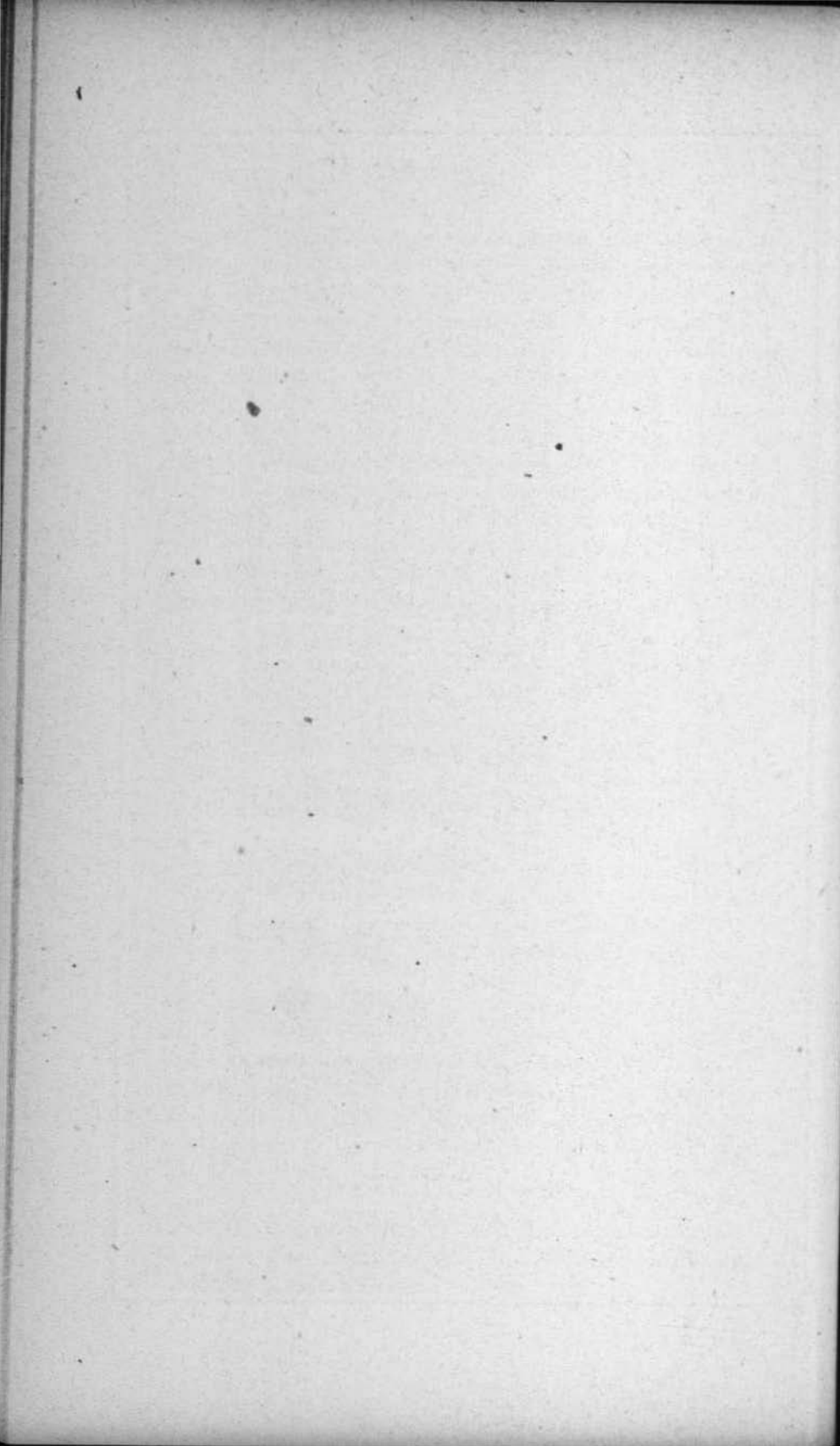
Mr. W. A. Davenport, Miami High School; member of the Second Year Class; sixteen years of age. Subject, "High Tide on the Coast of Lincolnshire."

High School Athletics.

The interest in high school athletics has developed much during the past two years. Work for both boys and girls is receiving the attention of the high school people. Several of our larger high schools have made it a point to employ teachers who properly could direct the athletics. These teachers have three or four academic recitations



ST. PETERSBURGH HIGH SCHOOL (PINELLAS CO.), ST. PETERS-
BURGH, FLA.



only per day and spend the remainder of their time in general athletic coaching and in looking after the proper physical development of the pupils. This, to my mind, is a good start in the right direction. Among the smaller high schools there is to be found the same enthusiasm for athletics as with the larger schools. Principals and teachers tell me that properly directed athletics have a wholesome influence thruout the whole schools. They find that their question of discipline almost disappears; better recitations are given by the pupils; a more vigorous and robust body of students meets them day by day; the community as a whole takes more interest in the school, and in general everything goes better. If these are the results, and I believe they are, then no school should fail to encourage athletics.

To help along this whole athletic movement, many school men believe that the State should be organized into districts where the local schools could compete and thru these districts into a State organization to which the district winners could be sent for a final competition. This is a splendid idea and is at present receiving much attention by many high school principals.

During the past spring many inter-school contests took place. Football, baseball, basketball and tennis featured in most of these contests. Many splendid teams were sent out and great interest was shown wherever they played. Two very interesting district meets were held in southwest Florida at Brooksville and Tampa. Feeling that the organization and success of these meets should be of interest to all who want to see the State organized as above suggested, I quote below a brief report of these meetings. To Mr. I. T. Pearson, Principal Brooksville High School, I owe thanks for these reports.

High School Meet at Brooksville.

"One of the most enjoyable as well as profitable events of the school year 1913-14 was a school meet held at

Brooksville, Hernando County, on the second Friday and the following Saturday of March (1914).

"In this meet several neighboring schools, Brooksville, Dunnellon, Dade City, and Leesburg, came together to take part in a program of literary, musical and athletic events which had been previously mailed out and for which the interested schools had been making preparations.

"The following features were strongly contested and to the successful ones medals were awarded; Friday evening contests in Declamation and Quartet selections, in which one boy and one girl represented each school in declamation, while one quartet for each school furnished very enjoyable music. Charges for admission were made to this entertainment and funds were raised in this way to defray expenses of the meet.

"On Saturday morning the teams from the several schools met on the athletic field and competed for the honors in athletics.

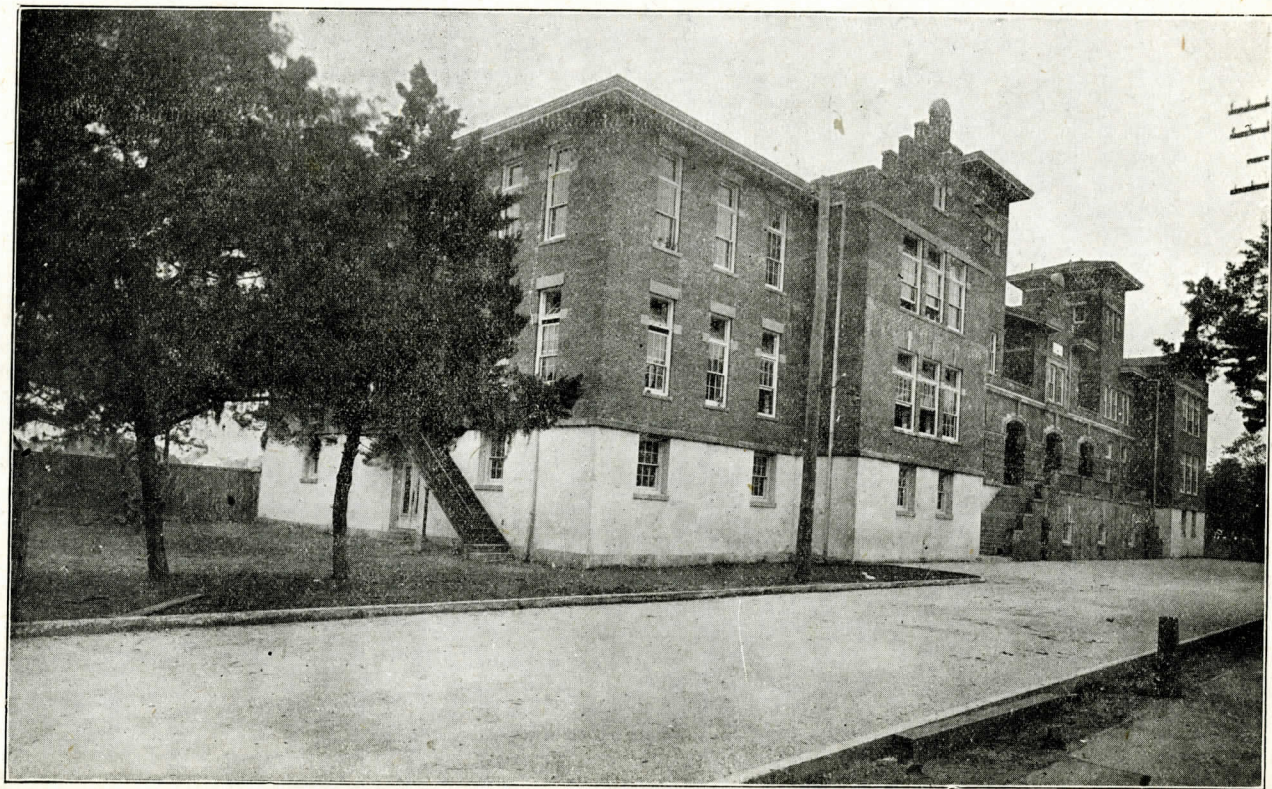
"The following features were contested: 100 yd dash; 220 yd. dash; 440 yd. run; one-half mile run; running high jump; running broad jump; 110 yd. hurdles; 220 yd. hurdles; pole vault; 8-lb. shot put.

"Five men composed the team for each school. All the boys acquitted themselves well in these athletic features and resolved that in the next meet they would do even better. The interest from all the communities represented speaks well for the prospects along this line in Southwest Florida. The next meet is planned for Leesburg on the first Friday and the following Saturday in March 1915.

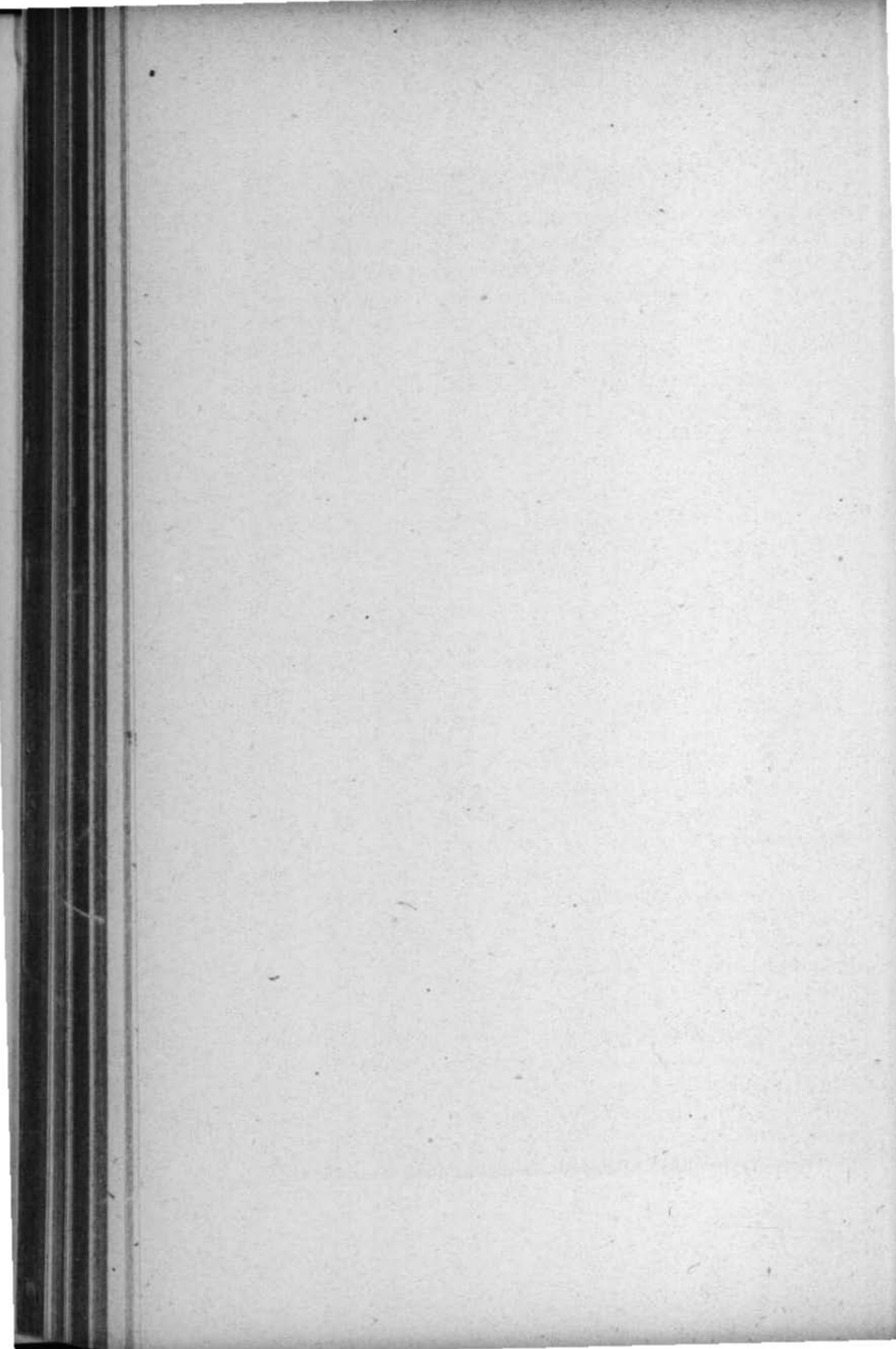
"The outcome is already an assured success, for the schools are making thorough preparation for it."

*South Florida High School Track and Field Meet,
April 11, 1914.*

"Seeing the need of some concerted action from all the



ST. JOHNS COUNTY HIGH SCHOOL, ST. AUGUSTINE, FLA.



schools of the State along an athletic line and especially in Field and Track exercises, W. H. Stippicle, the Physical Director of the Y. M. C. A. of Tampa issued an invitation to all the Junior and Senior High Schools of South Florida to meet in that city on Saturday, April 11th to enjoy an athletic meet.

"This invitation was extended about two and a half months previous to the date set for the meet and also the program for the day's exercises. The following events were announced:

"50 yd. dash, 100 yd. dash, 220 yd. dash, 440 yd. run, one-half mile run, 8-lb. shot put, running high jump, running broad jump, standing broad jump, one mile relay for four men.

"Interest at once was alert from many of the schools of that section. Stop watches and other materials were purchased and work was begun by the boys from the schools. Five men represented each school. Only bona fide students could take part. Knight & Wall Co. of Tampa gave a beautiful loving cup to that school which should win the meet. Rhodes-Pearce-Mahoney Co. of the same city duplicated the prize to go to the representative who should score the highest number of points for his school. The spirit of the occasion was fine and everything was conducted in a fair way. The large number of schools, Bartow, Brooksville, Clearwater, Kissimmee, Leesburg, Tampa, Plant City, St. Petersburg and Winter Haven, which took part, expressed much gratification for the interest shown by those who directed the meet and those who gave the prizes.

"Not by any means the least important feature of this event was the interest aroused by the track team in the school communities which they represented. In some cases even the expenses of the team were paid by public subscription.

"It was the opinion of every one that this meet should

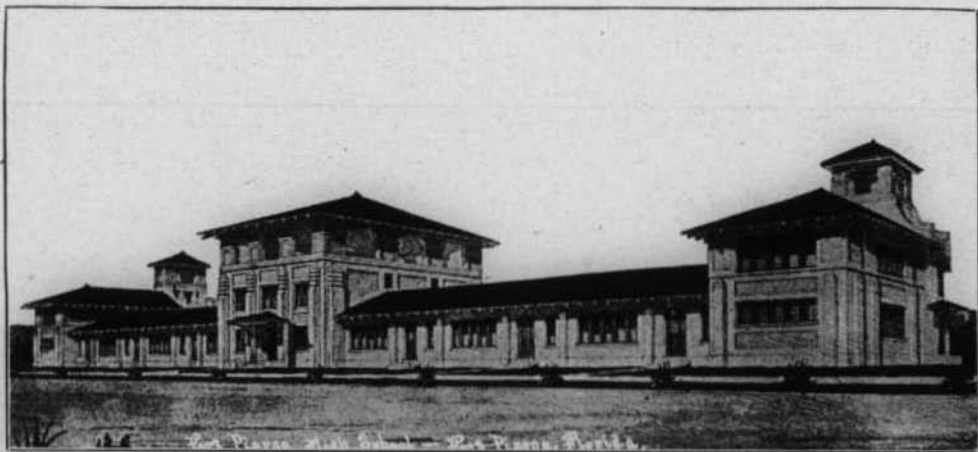
be held every year. There is no doubt that the Track and Field athletics should be encouraged for students. It is the earnest desire of many of the school men that some systematic plan should be evolved by the athletic committee by which all the schools can have some part each year in the school meets."

*The Commission on Accredited Schools of the
Southern States.*

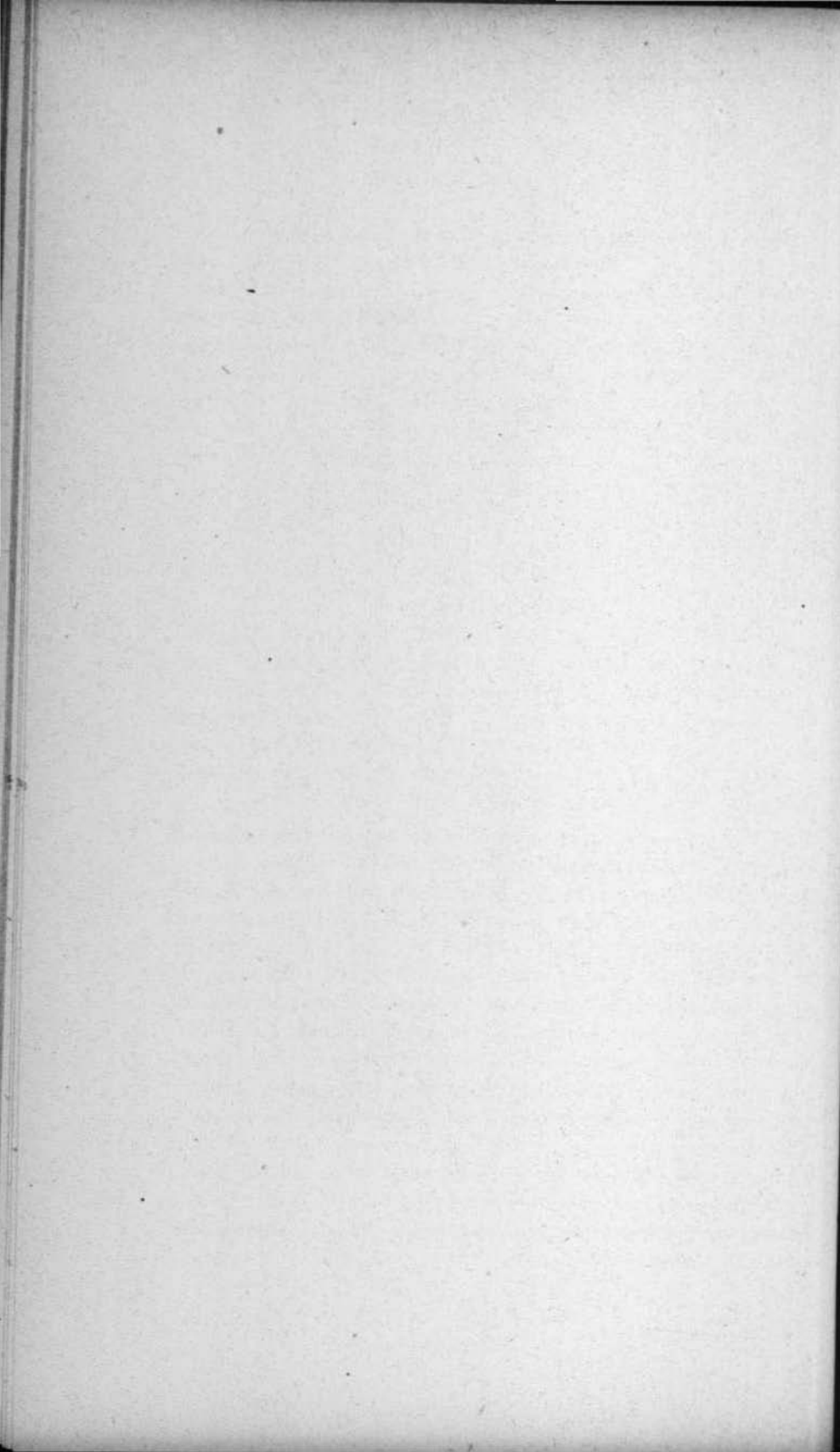
The Commission on Accredited Schools of the Southern States, is made up of three representatives from each of the following thirteen States, Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia. The Florida Commission is composed of President Edward Conradi of the Florida Women's College, Tallahassee; Prof. E. L. Robinson, Principal of Hillsboro High School, Tampa, and Jno. A. Thackston, State High School Inspector, University of Florida.

The main purpose of this Commission is to standardize the Southern high schools. Up to the founding of this Commission, no organized attempt had been made to place the high schools of the South on an equal footing with each other and with those of the East and North. Every school was a standard unto itself and had no special ideals toward which it could work save those set by individual colleges and by its principal. This unorganized and confused condition necessarily caused much variance in the course of study and the meaning and significance of high school diplomas.

For the purpose of overcoming these great hindrances to proper high school development and for bringing the Southern high schools up to the best in the way of better courses of study, more efficient teachers, better buildings and equipment and general efficiency, the Commission adopted the following standards of accrediting: (1) No school shall be accredited which does not require for grad-



ST. LUCIE COUNTY HIGH SCHOOL, FT. PIERCE, FLA.



uation the completion of a four-year high school course of study. (2) The minimum scholastic attainment of three-fourths of the high school teachers of academic subjects shall be equivalent to graduation from a standard college. (3) The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction. (4) The number of daily periods of class instruction given by a teacher shall not exceed six, and the Commission recommends that five would be better. (5) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. (6) And other details which may be had thru members of the Commission.

Annually each State Commission presents applications for accrediting from the high schools in each State. These applications are carefully examined by the Commission and are accepted or rejected on the merits of each school according to the above regulations. The standards are rigidly followed by the Commission and all schools are rejected that do not fully meet them.

Lists of those schools that are accredited are published annually and are distributed thruout the United States among the colleges, universities, high schools, and State Departments of Education. The schools of these lists are recognized by school authorities thruout the United States as the standard high schools and academies of the South, and all graduates from these schools receive full credit in our leading colleges and universities for all work represented by their diplomas. In other words these lists constitute the honor roll of high schools and academies of the South. Every high school and academy of Florida that can possibly meet the above standards should make great efforts to do so, and thus place its name on this list. Florida should place the names of at least thirty-five of her best high schools on this list during the next two years.

Those schools that are interested in this list should confer with the members of the Florida Commission.

HIGH SCHOOL DIRECTORY (1912-1913).

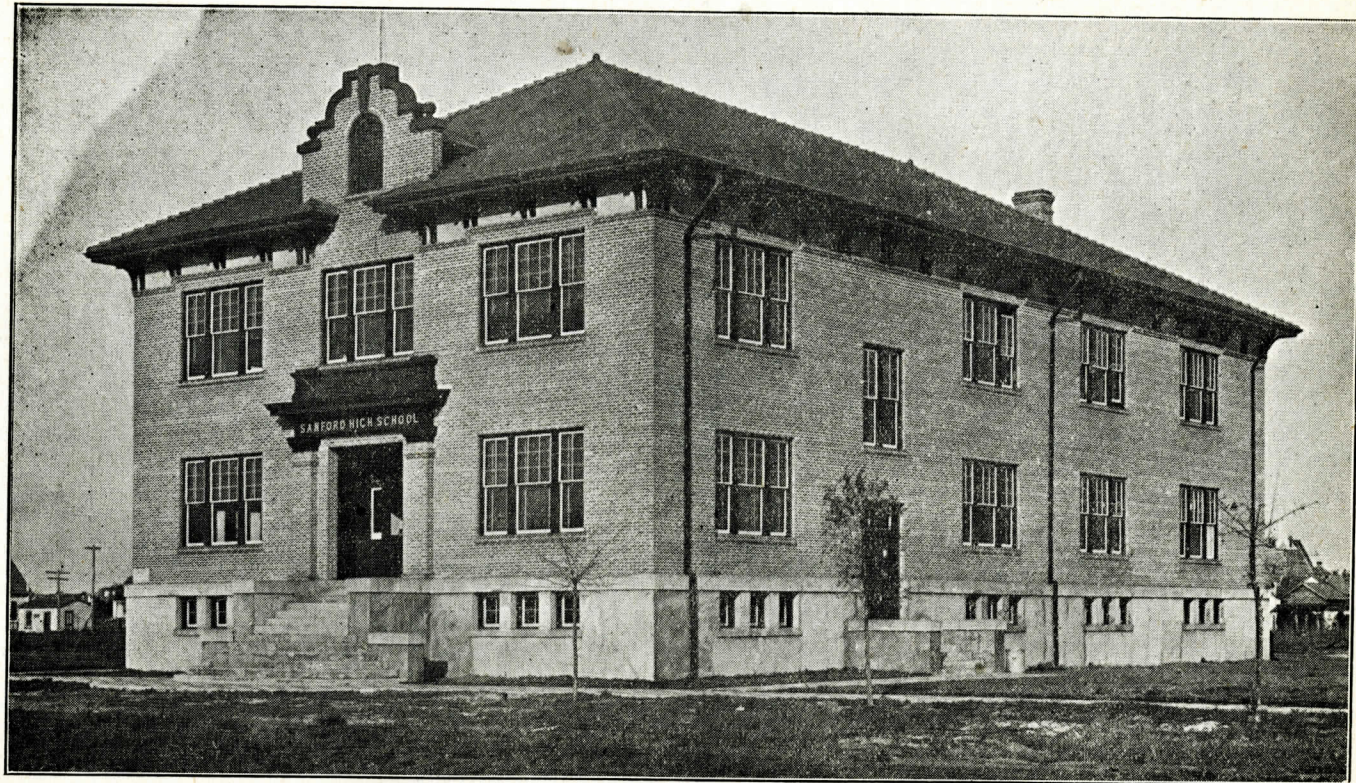
Senior High Schools.

| <i>School.</i> | <i>County.</i> | <i>Principal.</i> |
|--------------------|----------------|--------------------|
| Arcadia, | De Soto, | J. A. Granberry. |
| Bartow, | Polk, | J. E. Witherspoon. |
| Bradentown, | Manatee, | Wm. H. Turner. |
| Dade City, | Pasco, | P. W. Corr. |
| Daytona, | Volusia, | J. L. Wright. |
| De Funiak Springs, | Walton, | T. R. Corr, |
| Ft. Meade, | Polk, | R. M. Dorsey, |
| Ft. Myers, | Lee, | R. M. Sealey. |
| Gainesville, | Alachua, | W. H. Cassels. |
| Jacksonville, | Duval, | F. A. Hathaway. |
| Key West, | Monroe, | M. P. Geiger. |
| Kissimmee, | Osceola, | R. M. Evans, |
| Lake City, | Columbia, | J. H. Fulks, |
| Lakeland, | Polk, | Chas. M. Jones. |
| Leesburg, | Lake, | G. E. McKay. |
| Live Oak, | Suwannee | J. R. Monahan. |
| Madison, | Madison, | W. B. Cate. |
| Miami, | Dade | W. B. Owens. |
| Ocala, | Marion | J. H. Workman. |
| Orlando, | Orange, | W. S. Coleman. |
| Palatka, | Putnam, | R. W. Van Brunt. |
| Pensacola, | Escambia, | W. S. Cawthon. |
| Plant City, | Hillsboro, | T. B. Kirk. |
| Punta Gorda, | De Soto, | J. O. Bickley. |
| Quincy, | Gadsden, | Burton Belcher. |
| St. Augustine, | St. Johns, | C. A. Keith. |
| St. Petersburg, | Pinellas, | L. H. Beeler. |
| Sanford, | Seminole, | N. J. Perkins. |
| Tallahassee, | Leon, | W. E. Knibloe. |
| Tampa, | Hillsboro, | E. L. Robinson. |
| Wauchula, | De Soto, | D. B. Shaver. |
| West Palm Beach, | Palm Beach, | I. I. Himes. |

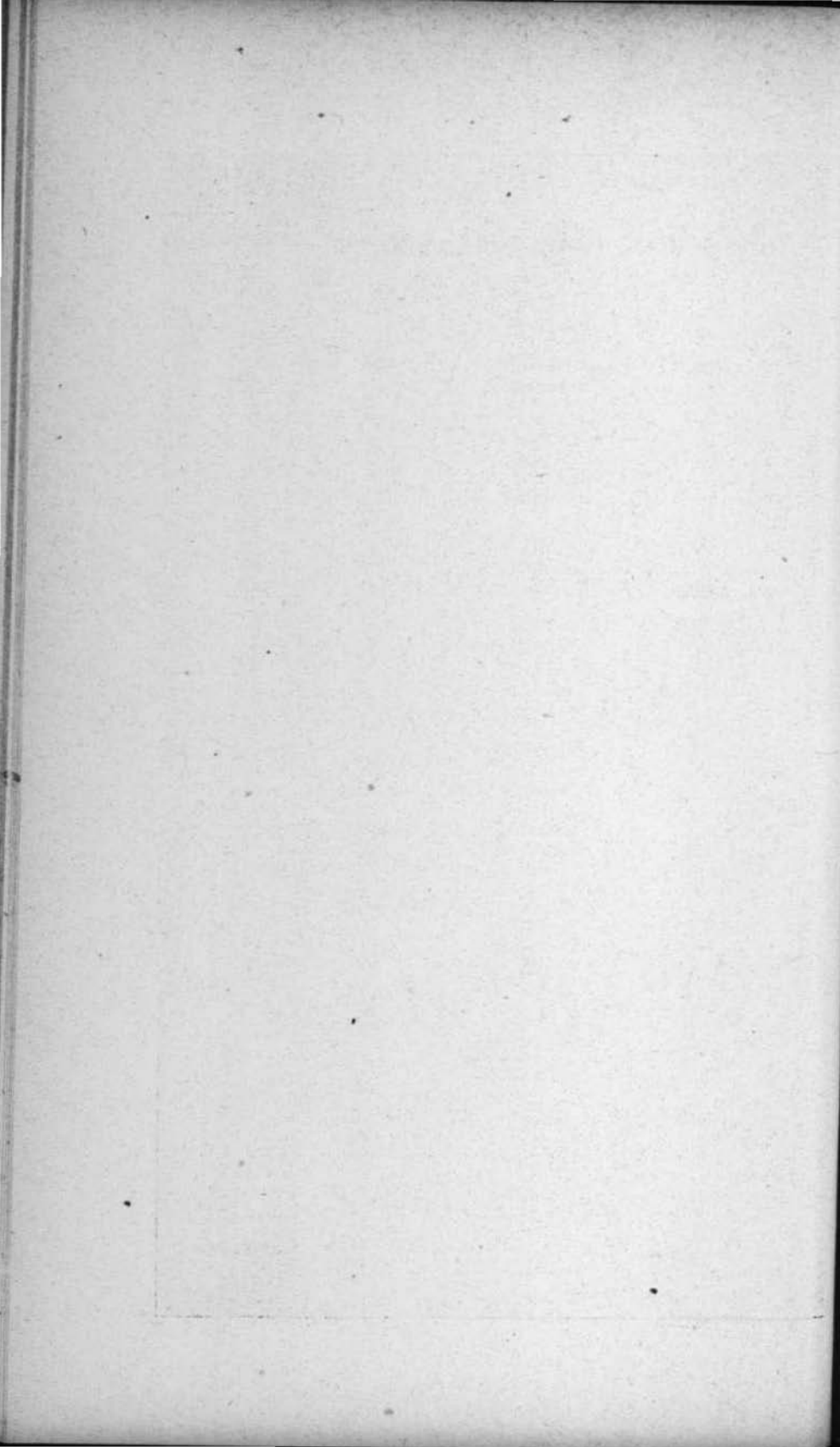
HIGH SCHOOL DIRECTORY (1912-1913).

4-Year Irregular Schools.

| <i>School.</i> | <i>County.</i> | <i>Principal.</i> |
|----------------|----------------|-------------------|
| Brooksville, | Hernando, | I. T. Pearson. |
| Cocoa, | Brevard, | Homer Wakefield. |
| Clearwater, | Pinellas, | J. I. Reece. |
| Crescent City, | Putnam, | Louis Seigel. |
| Ft. Pierce, | St. Lucie, | ..... |
| Inverness, | Citrus, | ..... |
| Jasper, | Hamilton, | A. D. Kean. |
| Lake Butler, | Bradford, | S. A. Draper. |
| Marianna, | Jackson, | A. E. Riley. |



SEMINOLE COUNTY HIGH SCHOOL, SANFORD, FLA.



HIGH SCHOOL DIRECTORY (1912-1913).—*Continued.*

| | | |
|-------------|------------|------------------|
| Monticello, | Jefferson, | ..... |
| Mulberry, | Polk, | Carl S. Cox. |
| New Smyrna, | Volusia, | W. W. Smith, |
| Palmetto, | Manatee, | W. N. Henderson. |
| St. Cloud, | Osceola, | Cora L. Main. |
| Seabreeze, | Volusia, | D. D. Davis. |
| Starke, | Bradford, | B. B. Lane. |
| Titusville, | Brevard, | E. A. Jarman. |
| Waldo, | Alachua, | R. O. Williams. |
| Webster, | Sumter, | Glenn Terrell. |

3-Year High Schools.

| | | |
|---------------|-----------|-----------------|
| Alachua, | Alachua, | M. M. Bryant. |
| Apalachicola, | Franklin, | E. W. Kennedy. |
| Eustis, | Lake, | J. J. Grimm. |
| Fernandina, | Nassau, | W. R. Russell. |
| Graceville, | Jackson, | G. J. Grace. |
| Zephyrhills, | Pasco, | W. H. Stephens. |

HIGH SCHOOL DIRECTORY (1912-1913).

2-Year High Schools.

| <i>School.</i> | <i>County.</i> | <i>Principal.</i> |
|---------------------|----------------|-----------------------|
| Apopka, | Orange, | Minnie Groves. |
| Archer, | Alachua, | Charlotte M. Baldwin. |
| Aucilla, | Jefferson, | B. J. Padgett. |
| Bethel, | Jefferson, | C. A. Roberts. |
| Bristol, | Liberty, | R. E. Turner. |
| Carrabelle, | Franklin, | R. E. Hamrick. |
| Chipley, | Washington, | J. B. Murphy. |
| De Land, | Volusia, | ..... |
| Dunnellon, | Marion, | J. H. Owens. |
| Floral City, | Citrus, | W. C. Finney. |
| Ft. Lauderdale, | Dade, | H. D. Cummings. |
| Green Cove Springs, | Clay, | R. R. Ray. |
| Greenwood, | Jackson, | H. C. Sheffield. |
| Hastings, | St. Johns, | W. E. Bell. |
| High Springs, | Alachua, | J. W. Young. |
| Manatee, | Manatee, | H. J. Kendall. |
| Mayo, | Lafayette, | E. R. Simmons. |
| Micanopy, | Alachua, | E. Gladys O'Neal. |
| Muscogee, | Escambia, | Flora Cox. |
| Newberry, | Alachua, | W. W. Wiggins. |
| Perry, | Taylor, | M. J. Okerlund. |
| Sarasota, | Manatee, | T. W. Yarbrough. |
| Tarpon Springs, | Pinellas, | Harry Shaw. |
| Trenton, | Alachua, | ..... |
| Winter Haven, | Polk, | M. L. Hinderlatte. |
| Williston, | Levy, | M. D. Martin. |

HIGH SCHOOL DIRECTORY (1913-1914).

Senior High Schools.

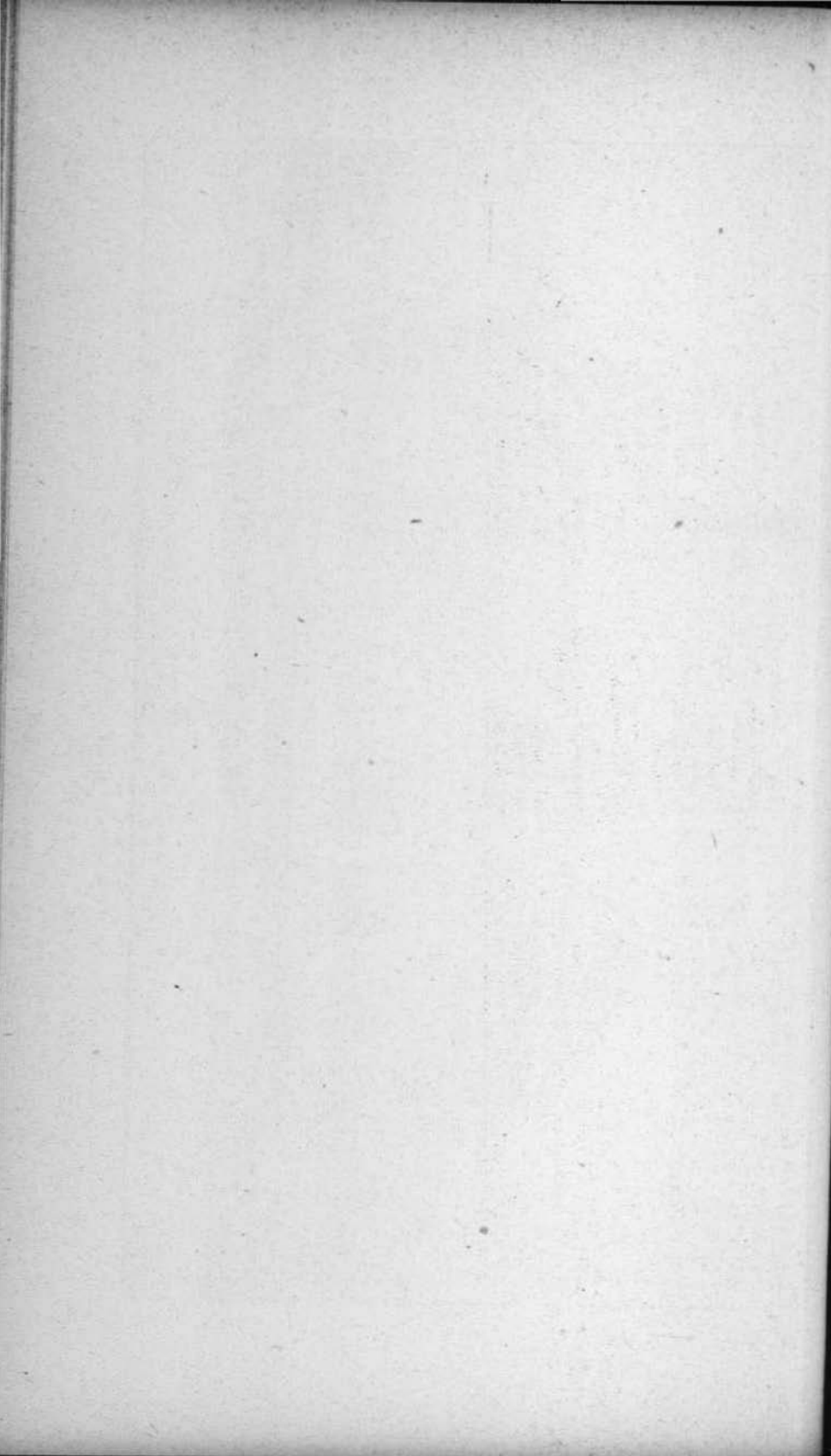
| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|-------------------|----------------|------------------------|----------------------------------|
| Arcadia, | De Soto, | De Soto Co. | J. A. Granberry, A. M. |
| Bartow, | Polk, | Summerlin Ins. | W. B. Stokes, A. B. |
| Bradentown, | Manatee, | Manatee Co. | H. C. Gillespie, A. B. |
| Brooksville, | Hernando, | Hernando Co. | I. J. Pearson, A. B. |
| Clearwater, | Pinellas, | Clearwater. | J. I. Reece, A. B., A. M. |
| Dade City, | Pasco, | Pasco Co. | P. W. Corr, C. E., A. B. |
| Daytona, | Volusia, | Volusia Co. | Mabel Rogers, Ph., B. |
| DeFuniak Springs, | Walton, | Walton Co. | M. L. Neal, A.B., L.I., A.M. |
| Eustis, | Lake, | Eustis Co. | Theo. D. Culp, A.B., A.M. |
| Ft. Lauderdale, | Dade, | Ft. Lauderdale. | J. S. Rickards, A. B. |
| Ft. Meade, | Polk, | Ft. Meade. | R. M. Dorsey, B. S. |
| Ft. Myers, | Lee, | A. D. Guinn Ins. | R. M. Sealey, A. B. |
| Gainesville, | Alachua, | Gainesville. | W. H. Cassels, |
| Jacksonville, | Duval, | Duval Co. | F. A. Hathaway, A. B. |
| Key West, | Monroe, | Dr. Harris. | M. P. Gelger. |
| Kissimmee, | Osceola, | Osceola Co. | R. M. Evans, Ph. B. |
| Lake City, | Columbia, | Columbia Co. | J. H. Fulks, A. B. |
| Lakeland, | Polk, | Lakeland Co. | Chas. M. Jones, B.S., A.B., A.M. |
| Leesburg, | Lake, | Leesburg. | G. E. McKay, A. C. |
| Live Oak, | Suwannee, | Suwannee Co. | J. R. Monahan, A. B. |
| Madison, | Madison, | Madison Co. | W. B. Cate, A. B. |
| Miami, | Dade, | Miami. | W. B. Owens, Jr., B. S. |
| Mulberry, | Polk, | Mulberry. | C. A. Landrum, A. B., A. M. |
| Ocala, | Marion, | Ocala, | J. H. Workman, A. B. |

Orlando,
Palatka,
Palmetto,
Pensacola,
Plant City,
Punta Gorda,
Quincy,
St. Augustine,
St. Petersburg,
Sanford,
Seabreeze,
Tallahassee,
Tampa,
Wauchula,
West Palm Beach.

Orange,
Putnam,
Manatee,
Escambia,
Hillsboro,
DeSoto,
Gadsden,
St. Johns,
Pinellas,
Seminole,
Volusia,
Leon,
Hillsboro,
DeSoto,
Palm Beach.

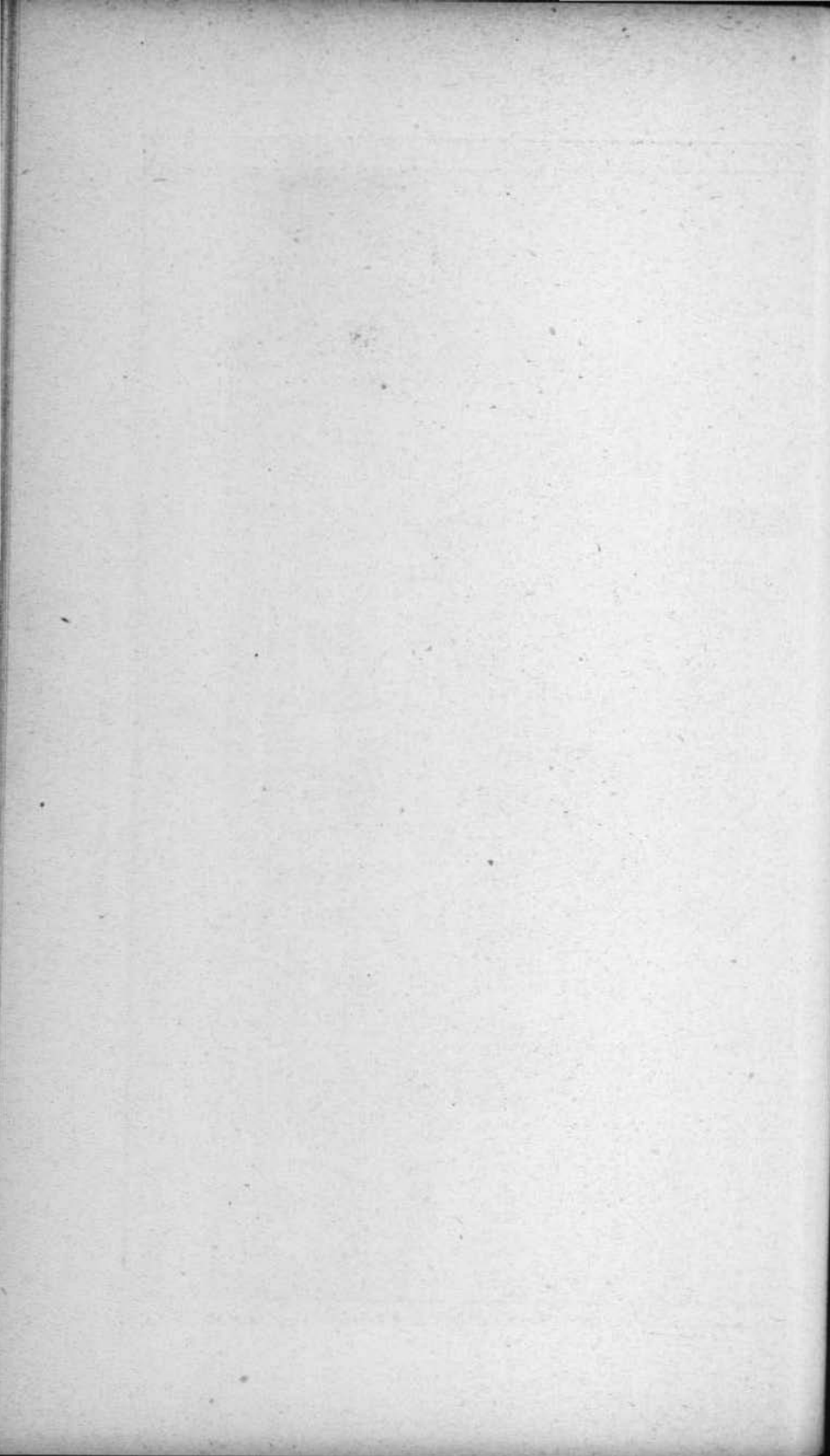
Orlando Co.
Putnam Co.
Palmetto.
Pensacola.
Plant City.
Punta Gorda.
Gadsden.
St. Johns.
St. Petersburg.
Sanford.
Seabreeze (Daytona
Leon. Beach)
Hillsboro.
Wauchula.
Palm Beach.

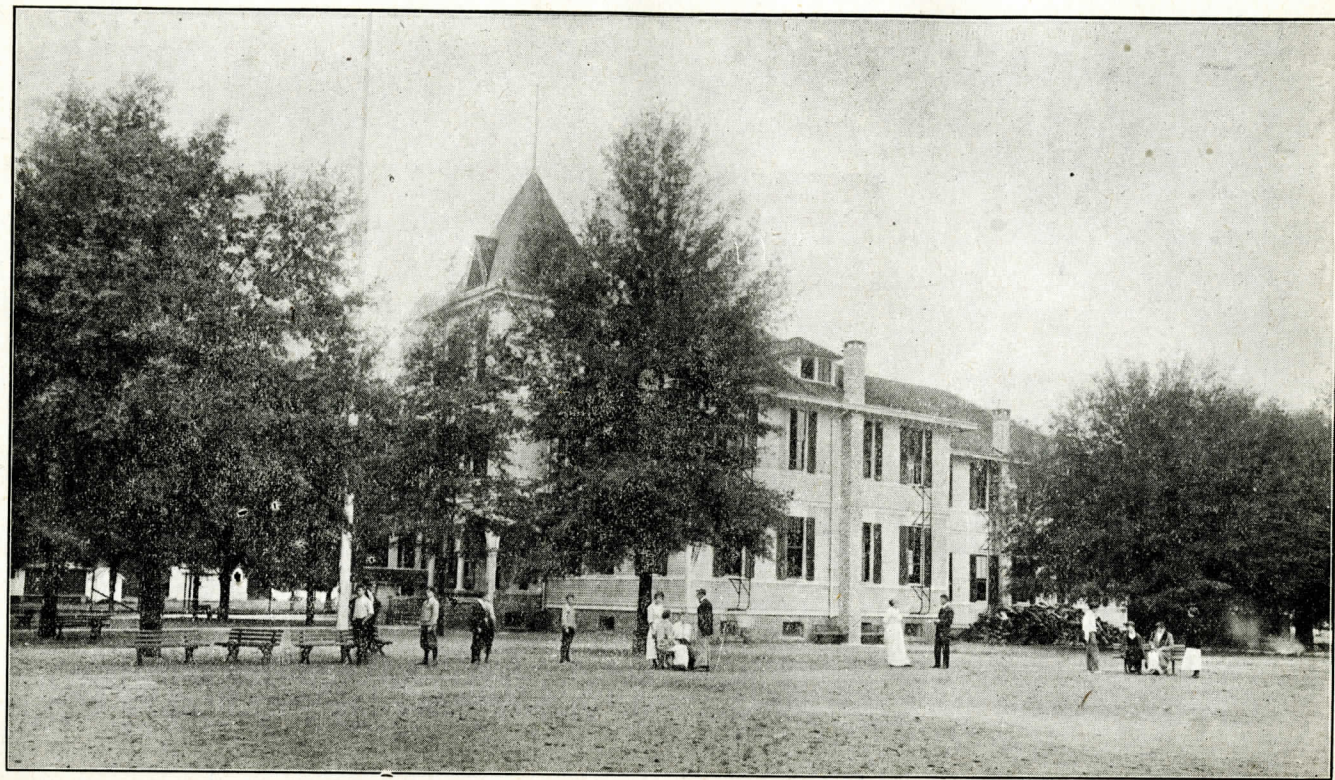
W. S. Coleman, Ph. B.
R. W. Van Brunt, A. B.
W. N. Henderson, A. B.
B. B. Lane, A. B., A. M.
S. L. Woodward, A. B.
J. T. Williams, A. B.
Burton Belcher, B. S., M. S.
C. A. Keith, A. B.
Erwin Schuyler, A. M.
N. J. Perkins, A. B.
D. D. Davis, L. I.
W. E. Kinolle, M. S., Ph. D.
E. L. Robinson, A. B., A. M.
D. B. Shaver, B. S.
I. I. Himes, B. S.





SUMTER COUNTY HIGH SCHOOL, WEBSTER, FLA.





DeLAND HIGH SCHOOL (VOLUSIA CO.), DeLAND, FLA.

HIGH SCHOOL DIRECTORY (1913-1914).

Irregular 4-Year Schools.

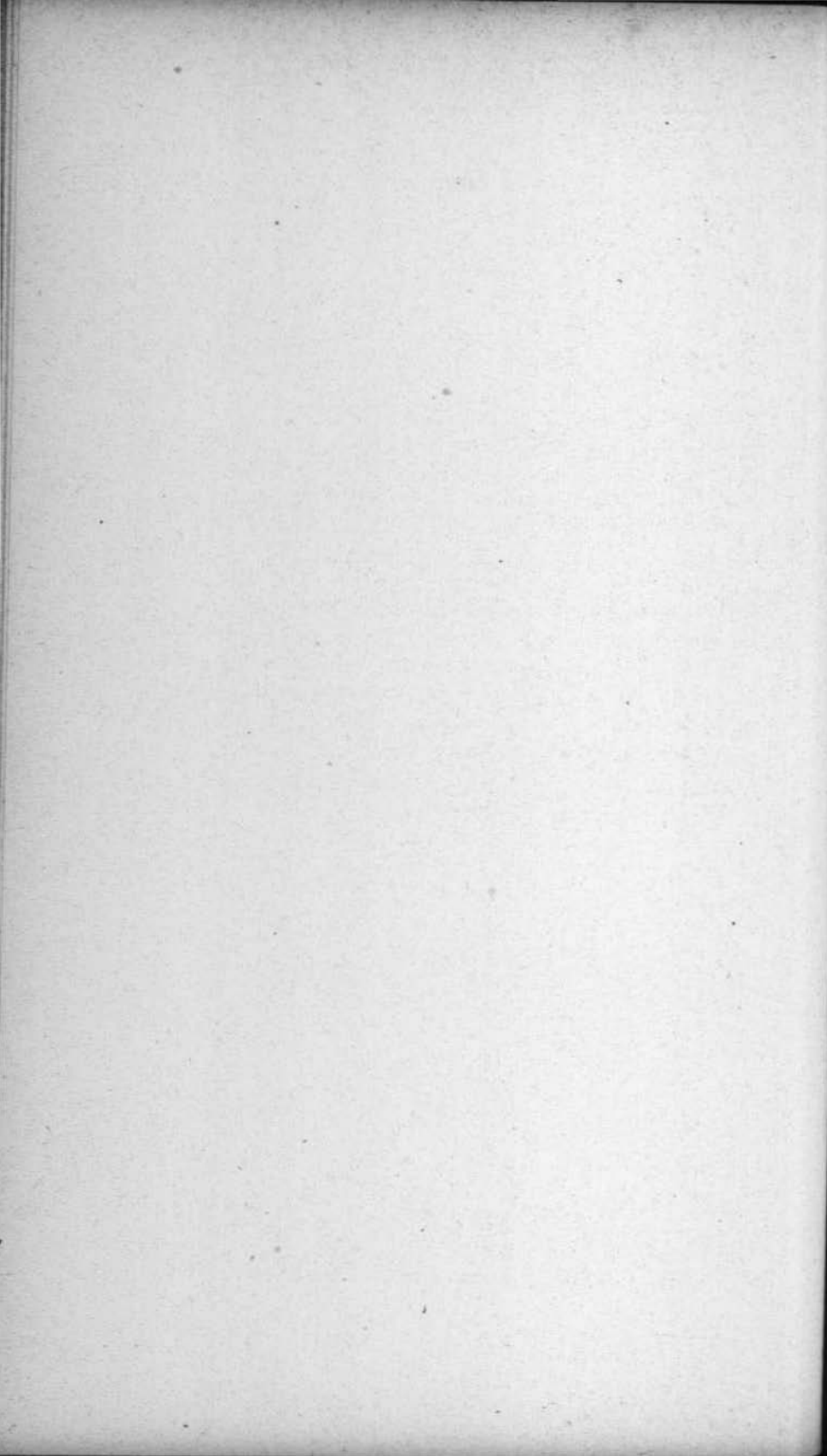
| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|----------------|----------------|------------------------|---------------------------------|
| Apalachicola, | Franklin, | Chapman, | Mrs. F. N. Clayton, |
| Cocoa, | Brevard, | Cocoa, | Homer Wakefield. |
| Crescent City, | Putnam, | Putnam Co. | J. S. Wheatley, B. Ped. |
| Ft. Pierce, | St. Lucie, | St. Lucie, | W. E. Bell, B. S. |
| Jasper, | Hamilton, | Jasper, | T. J. McBeath, B. S. |
| Lake Butler, | Bradford, | Lake Butler, | S. A. Draper, A. B. |
| Marianna, | Jackson, | Jackson Co., | A. E. Riley, B. S. |
| Monticello, | Jefferson, | Monticello; | J. J. Grimm, B. S. |
| New Smyrna, | Volusia, | New Smyrna, | E. McKay Highsmith, Ph.B., A.M. |
| St. Cloud, | Osceola, | St. Cloud, | Cora L. Main, A. B., A. M. |
| Starke, | Bradford, | Bradford Co., | L. A. Jett, A. B. |
| Titusville, | Brevard, | Titusville, | E. H. Jarman. |
| Webster, | Sumter, | Sumter Co. | Glenn, Terrell, |
| Zephyrhills, | Pasco, | Zephyrhills, | C. H. Martin, B. S. |

3-Year High Schools.

| | | | |
|--------------------|-------------|-----------------|---------------------------|
| Alachua, | Alachua, | Alachua, | M. M. Bryant, B. S. |
| Delray, | Palm Beach, | Delray, | C. H. Landers, B.S., D.S. |
| Dunellon. | Marion, | Dunnellon, | Isabell Mays |
| Fernandina, | Nassau, | Fernandina, | W. H. Russell, A.M., M.D. |
| Graceville, | Jackson, | Graceville, | L. E. Bennett, A. B. |
| Greencove Springs, | Clay, | Clay Co., | B. J. Padgett. |
| Largo, | Pinellas, | Largo, | ..... |
| Sarasota, | Manatee, | Sarasota, | T. W. Yarbrough, A. B. |
| Tarpon Springs, | Pinellas, | Tarpon Springs, | M. W. Green, A. B. |
| Winter Haven, | Polk, | Winter Haven, | C. E. Kensinger, A. B. |

2-Year High Schools.

| | | | |
|--|--|---|--|
| Apopka, Archer, Aucilla, Bowling Green, Boynton, Monticello, R.F.D. Bristol, Carrabelle, Chipley, De Land, Greenwood, Hastings, High Springs, Manatee, Mayo, Melbourne, Micanopy, Muscogee, Newberry, Trenton, Umatilla, Waldo, Wi ter Garden, Williston, | Orange, Alachua, Jefferson, De Soto, Palm Beach, Jefferson, Liberty, Franklin, Washington, Volusia, Jackson, St. Johns, Alachua, Manatee, Lafayette, Brevard, Alachua, Escambia, Alachua, Alachua, Lake, Alachua, Orange, Levy, | Apopka, Archer, Aucilla, Bowling Green, Boynton, Bethel, Bristol, Carrabelle, Chipley, De Land, Greenwood, Hastings, High Springs, Manatee, Mayo, Melbourne, Micanopy, Muscogee, Newberry, Trenton, Umatilla, Waldo, Oakl'd-Winter G'd'n. Williston, | J. C. Nixon, B.S., A.M. C. W. Anderson, W. H. Stephens, J. T. Bushong, C. A. Nixon, R. L. French, A. B. R. E. Turner, A. C. McCall, J. R. Ward, A. B. H. C. Marks, LL. B. Geo. J. Grace, B. S. E. H. Collier, Jas. W. Young, H. J. Kendell, T. P. Maynard. Glenn Summer. Anna Trusler, Flora G. Cox, B. S. C. A. Landrum, W. F. Burford, A. B. O. T. Weaver, E. R. Simmons, J. A. Osteen. |
|--|--|---|--|



The following statistics contain much information and should be of interest to high school people in general. It has been quite a task to assemble these facts as we have them here. We have been as careful with them as possible, but errors may have crept in. If they have, it was not intentional, but an oversight.

I here extend thanks to Mr. P. C. O'Haver for greatly assisting me with this statistical work.

NUMBER OF PUPILS IN DIFFERENT GRADES.

| SENIOR HIGH SCHOOLS 1912-1913. | 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total, Boys. | Total, Girls. | Grand Total. | Boys Grad. Last Year. | Girls Grad. Last Year. | Total Grad. Last Year. | Boys Present Grad. Class. | Girls Present Grad. Class. | Present Grad- uating Class. | Boys att'nd Col. last yr. | Girls att'nd Col. last yr. | Total att'nd College. |
|--------------------------------------|------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------|---------------|--------------|--------------------------|---------------------------|---------------------------|------------------------------|-------------------------------|--------------------------------|------------------------------|-------------------------------|--------------------------|
| Arcadia | 46 | 13 | 19 | 32 | 9 | 10 | 19 | 4 | 9 | 13 | 5 | 4 | 9 | 31 | 42 | 73 | 3 | 7 | 10 | 4 | 5 | 9 | 3 | 4 | 7 |
| Bartow | 50 | 23 | 26 | 49 | 7 | 7 | 14 | 4 | 6 | 10 | 5 | 6 | 11 | 39 | 45 | 84 | 4 | 6 | 10 | 5 | 6 | 11 | 0 | 4 | 4 |
| Bradentown | 8 | 20 | 28 | 48 | 4 | 14 | 18 | 4 | 12 | 16 | 12 | 5 | 17 | 18 | 41 | 59 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Dade City | 11 | 12 | 23 | 35 | 6 | 4 | 10 | 0 | 5 | 5 | 0 | 6 | 6 | 17 | 27 | 44 | 3 | 5 | 8 | 0 | 6 | 9 | 2 | 1 | 3 |
| Daytona | 8 | 18 | 26 | 44 | 8 | 10 | 18 | 3 | 4 | 7 | 2 | 8 | 11 | 22 | 40 | 62 | 1 | 1 | 2 | 0 | 1 | 2 | 0 | 0 | 0 |
| De Funiak Springs | 30 | 2 | 8 | 10 | 4 | 10 | 14 | 1 | 1 | 2 | 0 | 4 | 4 | 7 | 23 | 30 | 0 | 3 | 3 | 0 | 4 | 4 | 0 | 3 | 3 |
| Ft. Meade | 40 | 16 | 20 | 36 | 16 | 10 | 26 | 4 | 8 | 12 | 5 | 3 | 8 | 41 | 41 | 82 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Ft. Myers | 18 | 7 | 13 | 20 | 4 | 11 | 15 | 2 | 7 | 9 | 2 | 4 | 6 | 15 | 35 | 50 | 1 | 4 | 5 | 2 | 3 | 5 | 0 | 1 | 0 |
| Gainesville | 120 | 45 | 90 | 135 | 46 | 71 | 117 | 33 | 40 | 73 | 13 | 23 | 36 | 137 | 234 | 371 | 14 | 21 | 34 | 13 | 24 | 37 | 5 | 4 | 9 |
| Jacksonville | 32 | 6 | 15 | 21 | 0 | 6 | 6 | 3 | 2 | 5 | 1 | 6 | 7 | 10 | 29 | 39 | 1 | 1 | 2 | 1 | 6 | 7 | 0 | 0 | 0 |
| Key West | 35 | 14 | 29 | 43 | 11 | 10 | 21 | 6 | 6 | 12 | 2 | 6 | 4 | 34 | 51 | 85 | 0 | 5 | 5 | 2 | 6 | 8 | 0 | 3 | 3 |
| Kissimmee | 37 | 20 | 19 | 55 | 1 | 5 | 6 | 6 | 3 | 9 | 1 | 4 | 5 | 28 | 31 | 59 | 3 | 2 | 5 | 1 | 4 | 5 | 3 | 2 | 5 |
| Lake City | 57 | 8 | 27 | 35 | 8 | 14 | 22 | 5 | 16 | 21 | 7 | 8 | 15 | 28 | 65 | 93 | 5 | 7 | 12 | 7 | 8 | 15 | 3 | 1 | 4 |
| Lakeland | 13 | 7 | 10 | 17 | 4 | 11 | 15 | 2 | 7 | 9 | 2 | 4 | 6 | 15 | 35 | 50 | 1 | 4 | 5 | 2 | 3 | 5 | 0 | 1 | 0 |
| Leesburg | 46 | 10 | 18 | 28 | 7 | 11 | 18 | 0 | 11 | 11 | 0 | 4 | 4 | 17 | 48 | 61 | 0 | 5 | 5 | 0 | 4 | 4 | 0 | 0 | 0 |
| Live Oak | 55 | 27 | 25 | 52 | 19 | 19 | 38 | 5 | 17 | 23 | 23 | 24 | 47 | 74 | 86 | 160 | 4 | 4 | 8 | 1 | 6 | 7 | 1 | 2 | 3 |
| Madison | 90 | 9 | 13 | 21 | 10 | 10 | 20 | 4 | 15 | 19 | 6 | 3 | 9 | 28 | 41 | 69 | 3 | 3 | 6 | 6 | 3 | 9 | 2 | 1 | 3 |
| Miami | 48 | 23 | 26 | 49 | 11 | 14 | 25 | 2 | 11 | 13 | 3 | 3 | 6 | 39 | 54 | 93 | 4 | 5 | 9 | 3 | 2 | 5 | 2 | 1 | 3 |
| Ocala | 15 | 13 | 28 | 41 | 13 | 10 | 23 | 2 | 3 | 5 | 4 | 5 | 9 | 34 | 31 | 65 | 0 | 1 | 1 | 4 | 4 | 8 | 0 | 1 | 1 |
| Orlando | 110 | 19 | 54 | 93 | 19 | 30 | 47 | 7 | 18 | 25 | 6 | 10 | 16 | 49 | 112 | 168 | 3 | 8 | 11 | 6 | 10 | 16 | 0 | 2 | 2 |
| Palatka | 44 | 20 | 15 | 35 | 12 | 12 | 24 | 7 | 5 | 12 | 5 | 7 | 12 | 44 | 39 | 83 | 6 | 10 | 16 | 5 | 7 | 12 | 0 | 0 | 0 |
| Pensacola | 20 | 2 | 14 | 16 | 6 | 5 | 11 | 1 | 6 | 7 | 3 | 7 | 10 | 12 | 32 | 44 | 4 | 4 | 8 | 3 | 7 | 10 | 2 | 0 | 2 |
| Plant City | 30 | 10 | 9 | 19 | 7 | 3 | 10 | 5 | 4 | 8 | 3 | 3 | 6 | 25 | 19 | 44 | 2 | 7 | 9 | 3 | 3 | 6 | 1 | 6 | 7 |
| Punta Gorda | 37 | 7 | 18 | 25 | 11 | 16 | 27 | 6 | 6 | 12 | 4 | 6 | 10 | 30 | 46 | 76 | 3 | 9 | 12 | 4 | 6 | 10 | 1 | 2 | 3 |
| Quincy | 92 | 35 | 43 | 81 | 26 | 42 | 68 | 16 | 26 | 42 | 8 | 14 | 21 | 88 | 125 | 212 | 4 | 14 | 23 | 8 | 12 | 20 | 4 | 2 | 6 |
| St. Augustine | 61 | 19 | 27 | 46 | 15 | 19 | 34 | 5 | 14 | 19 | 5 | 6 | 11 | 44 | 66 | 110 | 3 | 10 | 13 | 5 | 6 | 11 | 2 | 7 | 9 |
| St. Petersburg | 32 | 9 | 7 | 16 | 12 | 9 | 21 | 10 | 1 | 11 | 2 | 3 | 5 | 33 | 20 | 53 | 3 | 0 | 3 | 2 | 3 | 5 | 3 | 0 | 3 |
| Sanford | 69 | 100 | 169 | 388 | 6 | 104 | 28 | 42 | 70 | 24 | 34 | 58 | 159 | 242 | 401 | 15 | 22 | 37 | 24 | 34 | 58 | 11 | 5 | 16 | |
| Tallahassee | 40 | 8 | 18 | 26 | 5 | 5 | 10 | 3 | 6 | 9 | 3 | 2 | 5 | 19 | 31 | 50 | 1 | 2 | 3 | 3 | 2 | 5 | 0 | 2 | 2 |
| Tampa | 9 | 23 | 32 | 55 | 17 | 19 | 8 | 8 | 16 | 2 | 4 | 6 | 21 | 21 | 52 | 73 | 3 | 1 | 4 | 2 | 4 | 6 | 2 | 0 | 2 |
| Wauchula | 60 | 100 | 169 | 388 | 6 | 104 | 28 | 42 | 70 | 24 | 34 | 58 | 159 | 242 | 401 | 15 | 22 | 37 | 24 | 34 | 58 | 11 | 5 | 16 | |
| W. Palm Beach | 40 | 8 | 18 | 26 | 5 | 5 | 10 | 3 | 6 | 9 | 3 | 2 | 5 | 19 | 31 | 50 | 1 | 2 | 3 | 3 | 2 | 5 | 0 | 2 | 2 |
| Average | 1017 | 531 | 798 | 1319 | 377 | 507 | 884 | 196 | 333 | 529 | 161 | 288 | 399 | 1265 | 1876 | 3141 | 98 | 170 | 268 | 116 | 187 | 303 | 47 | 55 | 102 |
| Total | 1017 | 531 | 798 | 1319 | 377 | 507 | 884 | 196 | 333 | 529 | 161 | 288 | 399 | 1265 | 1876 | 3141 | 98 | 170 | 268 | 116 | 187 | 303 | 47 | 55 | 102 |

NUMBER OF PUPILS IN DIFFERENT GRADES.

| 4-YEAR IRREGULAR HIGH SCHOOLS 1912-1913. | 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total Boys. | Total Girls. | Grand Total. | Boys Grad. Last Year. | Girls Grad. Last Year. | Total Grad. Last Year. | Boys Present Grad. Class. | Girls Present Grad. Class. | Present Grad- uating Class. | Boys to Col. Last Year. | Girls to Col. Last Year. | Total to Col- lege Last Yr. |
|---|------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------------------|---------------------------|---------------------------|------------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------------|--------------------------------|
| Brooksville | 38 | 2 | 18 | 20 | 7 | 8 | 15 | 1 | 4 | 5 | 0 | 5 | 5 | 10 | 35 | 45 | 0 | 4 | 4 | 0 | 5 | 5 | 0 | 1 | 1 |
| Cocoa | 11 | 9 | 9 | 18 | 4 | 6 | 10 | 3 | 7 | 11 | 0 | 4 | 4 | 16 | 24 | 42 | 1 | 5 | 6 | 0 | 4 | 4 | 1 | 1 | 2 |
| Clearwater | 28 | 9 | 14 | 25 | 6 | 8 | 14 | 5 | 8 | 13 | 1 | 3 | 4 | 21 | 33 | 54 | 1 | 3 | 4 | 1 | 3 | 4 | 0 | 1 | 3 |
| Crescent City | 8 | 3 | 5 | 8 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 1 | 1 | 5 | 10 | 15 | 1 | 3 | 4 | 0 | 1 | 1 | 1 | 1 | 3 |
| Ft. Pierce | 12 | 3 | 2 | 5 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 1 | 1 | 14 | 29 | 43 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| Jasper | 12 | 3 | 2 | 5 | 5 | 4 | 9 | 0 | 0 | 0 | 0 | 1 | 1 | 8 | 5 | 13 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| Inverness | 28 | 5 | 6 | 11 | 5 | 5 | 10 | 3 | 4 | 7 | 1 | 3 | 4 | 18 | 18 | 36 | 0 | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 0 |
| Lake Butler | 8 | 7 | 14 | 21 | 4 | 5 | 9 | 12 | 5 | 7 | 0 | 1 | 1 | 13 | 25 | 38 | 1 | 12 | 13 | 0 | 1 | 1 | 1 | 0 | 1 |
| Marianna | 14 | 2 | 6 | 8 | 6 | 2 | 8 | 12 | 4 | 6 | 2 | 12 | 4 | 12 | 14 | 26 | 2 | 2 | 4 | 2 | 2 | 4 | 1 | 1 | 2 |
| Monticello | 4 | 7 | 5 | 12 | 5 | 4 | 9 | 12 | 0 | 2 | 1 | 3 | 4 | 15 | 12 | 27 | 0 | 1 | 1 | 1 | 3 | 4 | 0 | 0 | 0 |
| Mulberry | 35 | 14 | 7 | 21 | 7 | 4 | 11 | 1 | 3 | 3 | 1 | 4 | 26 | 13 | 39 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 |
| New Smyrna | 15 | 3 | 9 | 12 | 2 | 3 | 5 | 12 | 1 | 3 | 1 | 1 | 2 | 8 | 14 | 22 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 |
| St. Cloud | 5 | 2 | 5 | 7 | 12 | 6 | 8 | 12 | 5 | 7 | 0 | 1 | 1 | 6 | 17 | 23 | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 1 | 2 |
| Seabreeze | 30 | 0 | 5 | 5 | 1 | 4 | 5 | 1 | 1 | 2 | 0 | 3 | 3 | 2 | 13 | 15 | 0 | 1 | 1 | 0 | 3 | 3 | 0 | 0 | 0 |
| Starke | 16 | 5 | 2 | 7 | 0 | 12 | 3 | 3 | 6 | 1 | 2 | 3 | 3 | 9 | 18 | 1 | 12 | 3 | 1 | 2 | 3 | 0 | 1 | 1 | |
| Titusville | 10 | 4 | 4 | 8 | 2 | 6 | 8 | 12 | 5 | 7 | 1 | 3 | 4 | 9 | 18 | 27 | 2 | 1 | 3 | 1 | 3 | 4 | 0 | 0 | 0 |
| Waldo | 10 | 4 | 4 | 8 | 2 | 6 | 8 | 12 | 5 | 7 | 1 | 3 | 4 | 9 | 18 | 27 | 2 | 1 | 3 | 1 | 3 | 4 | 0 | 0 | 0 |
| Webster | 10 | 4 | 4 | 8 | 2 | 6 | 8 | 12 | 5 | 7 | 1 | 3 | 4 | 9 | 18 | 27 | 2 | 1 | 3 | 1 | 3 | 4 | 0 | 0 | 0 |
| Average | 262 | 90 | 136 | 226 | 67 | 81 | 148 | 37 | 59 | 96 | 15 | 44 | 59 | 209 | 320 | 529 | 10 | 27 | 37 | 12 | 38 | 50 | 5 | 9 | 14 |
| Total | 262 | 90 | 136 | 226 | 67 | 81 | 148 | 37 | 59 | 96 | 15 | 44 | 59 | 209 | 320 | 529 | 10 | 27 | 37 | 12 | 38 | 50 | 5 | 9 | 14 |
| 3-YEAR HIGH SCHOOLS 1912-1913. | 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total Boys. | Total Girls. | Grand Total. | Boys Grad. Last Year. | Girls Grad. Last Year. | Total Grad. Last Year. | Boys Present Grad. Class. | Girls Present Grad. Class. | Present Grad- uating Class. | Boys to Col. Last Year. | Girls to Col. Last Year. | Total to Col- lege Last Yr. |
| Alachua | 10 | 4 | 3 | 7 | 5 | 4 | 9 | 4 | 1 | 5 | 0 | 0 | 0 | 13 | 8 | 21 | | | | | | | | | |
| Apalachicola | 18 | 0 | 9 | 9 | 0 | 7 | 7 | 4 | 5 | 9 | | | | 4 | 21 | 25 | | | | | | | | | |
| Chipley | 25 | 3 | 10 | 13 | 5 | 5 | 10 | 0 | 8 | 8 | | | | 8 | 23 | 31 | | | | | | | | | |
| Eustis | 6 | 9 | 7 | 16 | 1 | 2 | 3 | 1 | 3 | 4 | | | | 2 | 12 | 14 | | | | | | | | | |
| Fernandina | 19 | 4 | 9 | 13 | 3 | 5 | 8 | 1 | 1 | 2 | | | | 8 | 15 | 23 | | | | | | | | | |
| Graceville | 12 | 8 | 4 | 12 | 3 | 4 | 7 | 3 | 1 | 4 | | | | 9 | 16 | 25 | | | | | | | | | |
| Palmetto | 12 | 8 | 4 | 12 | 3 | 4 | 7 | 3 | 1 | 4 | | | | 14 | 9 | 23 | | | | | | | | | |
| Zephyrhills | 12 | 8 | 4 | 12 | 3 | 4 | 7 | 3 | 1 | 4 | | | | 14 | 9 | 23 | | | | | | | | | |
| Average | 90 | 27 | 58 | 85 | 17 | 27 | 44 | 18 | 26 | 44 | | | | 63 | 121 | 190 | | | | | | | | | |
| Total | 90 | 27 | 58 | 85 | 17 | 27 | 44 | 18 | 26 | 44 | | | | 63 | 121 | 190 | | | | | | | | | |

NUMBER OF PUPILS IN DIFFERENT GRADES.

| 2-YEAR HIGH SCHOOLS 1912-1913. | 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total Boys. | Total Girls. | Grand Total. | Boys Grad. Last Year. | Girls Grad. Last Year. | Total Grad. Last Year. | Boys Present Grad. Class. | Girls Present Grad. Class. | Total Present Grad. Class. | Boys to Col. Last Year. | Girls to Col. Last Year. | Total to Col. Last Year. |
|--------------------------------------|------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------------------|---------------------------|---------------------------|------------------------------|-------------------------------|-------------------------------|----------------------------|-----------------------------|-----------------------------|
| Apopka | 10 | 8 | 6 | 14 | 1 | 4 | 5 | | | | | | | 9 | 10 | 19 | | | | | | | | | |
| Archer | 5 | 3 | 4 | 7 | 4 | 4 | 8 | | | | | | | 7 | 7 | 14 | | | | | | | | | |
| Aucilla | 17 | 5 | 1 | 6 | 4 | 6 | 10 | | | | | | | 9 | 7 | 16 | | | | | | | | | |
| Bethel | 3 | 1 | 4 | 5 | 3 | 7 | 10 | | | | | | | 4 | 12 | 16 | | | | | | | | | |
| Carabelle | 7 | 3 | 10 | 13 | 3 | 4 | 6 | | | | | | | 5 | 14 | 19 | | | | | | | | | |
| Chipley | 37 | 10 | 7 | 17 | 0 | 3 | 3 | | | | | | | 10 | 9 | 19 | | | | | | | | | |
| DeLand | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dunnellon | 11 | 1 | 11 | 12 | 1 | 0 | 1 | | | | | | | 2 | 11 | 13 | | | | | | | | | |
| Floral City | | | | | | | | | | | | | | | | 15 | | | | | | | | | |
| Eau Gallie | | | | | | | | | | | | | | | | 10 | | | | | | | | | |
| Ft. Lauderdale | 12 | 2 | 8 | 10 | 3 | 3 | 6 | | | | | | | 5 | 12 | 17 | | | | | | | | | |
| Green Cove Springs | | 1 | 5 | 6 | 0 | 5 | 5 | | | | | | | 1 | 10 | 11 | | | | | | | | | |
| Greenwood | 15 | 4 | 4 | 8 | 4 | 4 | 8 | | | | | | | 8 | 6 | 14 | | | | | | | | | |
| Hastings | 12 | 4 | 8 | 12 | 1 | 3 | 4 | | | | | | | 5 | 11 | 16 | | | | | | | | | |
| High Springs | 27 | 4 | 7 | 11 | 0 | 4 | 4 | | | | | | | 4 | 11 | 15 | | | | | | | | | |
| Manatee | 10 | 1 | 4 | 5 | 14 | 8 | 18 | | | | | | | 11 | 12 | 23 | | | | | | | | | |
| Mayo | 8 | 3 | 4 | 7 | 1 | 1 | 2 | | | | | | | 4 | 5 | 9 | | | | | | | | | |
| Micanopy | 7 | 2 | 3 | 5 | 3 | 1 | 4 | | | | | | | 5 | 4 | 9 | | | | | | | | | |
| Muscogee | 9 | 7 | 7 | 14 | 1 | 3 | 4 | | | | | | | 8 | 10 | 18 | | | | | | | | | |
| Newberry | 9 | 2 | 1 | 3 | 3 | 3 | 6 | | | | | | | 5 | 4 | 9 | | | | | | | | | |
| Perry | 11 | 3 | 2 | 5 | 1 | 4 | 5 | | | | | | | 4 | 6 | 10 | | | | | | | | | |
| Sarasota | 13 | 3 | 8 | 11 | 0 | 6 | 6 | | | | | | | 3 | 14 | 17 | | | | | | | | | |
| Tarpon Springs | 14 | 2 | 10 | 12 | 4 | 7 | 11 | | | | | | | 6 | 17 | 23 | | | | | | | | | |
| Trenton | | | | | | | | | | | | | | | | 25 | | | | | | | | | |
| Winter Haven | 17 | 7 | 6 | 13 | 3 | 6 | 9 | | | | | | | 10 | 12 | 22 | | | | | | | | | |
| Williston | | | | | | | | | | | | | | | | 25 | | | | | | | | | |
| Average | | | | | | | | | | | | | | 6 | 9 | 15 | | | | | | | | | |
| Total | 254 | 113 | 130 | 243 | 59 | 102 | 161 | | | | | | | 172 | 232 | 404 | | | | | | | | | |
| SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1912-1913. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Year Schools | 254 | 113 | 130 | 243 | 59 | 102 | 161 | | | | | | | 172 | 232 | 404 | | | | | | | | | |
| 3-Year Schools | 90 | 27 | 58 | 85 | 24 | 37 | 61 | 18 | 26 | 44 | | | | 69 | 121 | 190 | | | | | | | | | |
| 4-Year Schools | 262 | 90 | 136 | 226 | 67 | 81 | 148 | 137 | 59 | 96 | 15 | 44 | 59 | 209 | 320 | 529 | 10 | 27 | 37 | 12 | 38 | 50 | 5 | 9 | 14 |
| Senior Schools | 1017 | 531 | 798 | 1329 | 377 | 507 | 884 | 196 | 333 | 529 | 161 | 238 | 399 | 1265 | 1876 | 3141 | 98 | 170 | 268 | 116 | 187 | 303 | 47 | 55 | 102 |
| Average | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 1623 | 761 | 1122 | 1883 | 527 | 727 | 1254 | 251 | 418 | 669 | 176 | 282 | 458 | 1715 | 2549 | 4264 | 108 | 197 | 305 | 128 | 225 | 353 | 62 | 64 | 126 |

HIGH SCHOOL TEACHERS.

SENIOR
HIGH SCHOOLS
1912-1913.

| | Men. | Women. | Total. | Number with Degrees. | Teach Whole Time. | Teach only Part Time. | No. Daily Recitations per Teacher. | No. Recitations by Principal. | Years Principal has taught here. | Years 1st Assist. has taught here. | Years average Teacher teaches. |
|-------------------------|------|--------|--------|----------------------|-------------------|-----------------------|------------------------------------|-------------------------------|----------------------------------|------------------------------------|--------------------------------|
| Arcadia | 2 | 2 | 4 | 1 | 3 | 1 | 3 | 2 | ... | 4 | 2 |
| Bartow | 1 | 3 | 4 | ... | 3 | 1 | 2 | 2 | ... | 4 | 2 |
| Bradentown | 2 | 3 | 5 | 3 | 4 | 1 | 7 | 6 | 1 | 2 | 1 |
| Dade City | 2 | 2 | 4 | 3 | 4 | 0 | 6 | 3 | 6 | 4 | ... |
| Daytona | 1 | 3 | 4 | 1 | 2 | 2 | 8 | 4 | 6 | 4 | 5 |
| De Funiak Springs | 1 | 3 | 4 | 1 | 3 | 1 | 7 | 1 | 1 | ... | ... |
| Ft. Meade | 2 | 1 | 3 | 3 | 3 | ... | 4 | 4 | 3 | 4 | 1 |
| Ft. Myers | 1 | 2 | 3 | 3 | 3 | 0 | 7 | 3 | 3 | 1 | 1 |
| Gainesville | 1 | 5 | 6 | 4 | 4 | 1 | 5 | 1 | 5 | 7 | ... |
| Jacksonville | 6 | 11 | 17 | 12 | 14 | 3 | 5 | 0 | 4 | 3 | 7 |
| Key West | 2 | 3 | 5 | 1 | 4 | 1 | 5 | 1 | 8 | 8 | 12 |
| Kissimmee | 1 | 3 | 4 | 3 | 4 | ... | 6 | 3 | 7 | 3 | 2 |
| Lake City | 1 | 2 | 3 | 1 | 2 | 1 | 6 | 5 | 6 | 10 | 12 |
| Lakeland | 3 | 1 | 4 | 3 | 3 | 1 | 5 | 1 | 2 | 20 | 1 |
| Leesburg | 1 | 2 | 3 | 0 | 3 | ... | 6 | 5 | 1 | 1 | 1 |
| Live Oak | 1 | 3 | 4 | 3 | 3 | 1 | 6 | 3 | 2 | 10 | 2 |
| Madison | 3 | 2 | 5 | 3 | 2 | 3 | 3 | 3 | 8 | 1 | ... |
| Miami | 4 | 4 | 8 | 5 | 7 | 1 | 5 | 5 | 4 | 5 | 2 |
| Ocala | 2 | 2 | 4 | 3 | 3 | 1 | 6 | 2 | 10 | 1 | ... |
| Orlando | 1 | 4 | 5 | 2 | 4 | 1 | 6 | 2 | 2 | 17 | 5 |
| Palatka | 1 | 2 | 3 | 1 | 3 | ... | 7 | 6 | 2 | ... | ... |
| Pensacola | 3 | 4 | 7 | 4 | 6 | 1 | 5 | 3 | 5 | 3 | 3 |
| Plant City | 3 | 1 | 4 | 1 | 4 | ... | 6 | 5 | ... | 1 | ... |
| Punta Gorda | 2 | 2 | 4 | 3 | 3 | 1 | 6 | 2 | 2 | 7 | 1 |
| Quincy | 1 | 3 | 4 | 3 | 3 | 1 | 6 | 6 | 2 | 1 | 1 |
| St. Augustine | 3 | 3 | 6 | 3 | 5 | 3 | 6 | 2 | 2 | 10 | 2 |
| St. Petersburg | 3 | 6 | 9 | 7 | 6 | 3 | 5 | 2 | 1 | 1 | ... |
| Sanford | 2 | 4 | 6 | 6 | 4 | 2 | 5 | 2 | 9 | 11 | 2 |
| Tallahassee | 1 | 3 | 4 | 1 | 4 | 0 | 6 | 4 | 4 | 21 | 3 |
| Tampa | 4 | 10 | 14 | 11 | 13 | 1 | 5 | 3 | 4 | 4 | 2 |
| Wauchula | 2 | 1 | 3 | 2 | 3 | 0 | 6 | 6 | 9 | 7 | 1 |
| W. Palm Beach | 2 | 2 | 4 | 4 | 4 | 0 | 6 | 1 | 4 | 1 | 2 |
| Average | 2 | 3 | 5 | 3 | 4 | 1 | 5 | 3 | 3 | 5 | 2 |
| Total | 65 | 102 | 167 | 101 | 134 | 32 | ... | ... | ... | ... | ... |

4-YEAR
IRREGULAR
HIGH SCHOOLS
1912-1913.

| | | | | | | | | | | | |
|---------------------|----|----|----|-----|----|-----|-----|-----|-----|-----|-----|
| Brooksville | 1 | 2 | 3 | 1 | 2 | 1 | 6 | 6 | 1 | 5 | 1 |
| Cocoa | 1 | 2 | 3 | ... | 2 | 1 | 10 | 8 | 6 | 2 | 4 |
| Clearwater | 1 | 1 | 2 | ... | 2 | 0 | 6 | 7 | 1 | 1 | ... |
| Crescent City | 1 | 2 | 3 | 1 | 2 | 1 | 6 | 6 | 1 | 5 | 1 |
| Inverness | 1 | 1 | 2 | ... | 1 | 1 | 9 | 8 | 1 | ... | ... |
| Ft. Pierce | 1 | 1 | 2 | 1 | 2 | ... | 8 | 8 | 1 | ... | ... |
| Fernandina | 1 | 1 | 2 | 1 | 1 | ... | ... | ... | 2 | ... | ... |
| Jasper | 1 | 1 | 2 | 1 | 2 | 0 | 7 | 7 | 1 | 1 | ... |
| Lake Butler | 1 | 1 | 2 | 2 | 2 | 0 | 12 | 6 | 3 | 3 | ... |
| Marianna | 1 | 1 | 2 | 2 | 2 | 0 | 9 | 8 | 2 | 1 | ... |
| Monticello | 1 | 1 | 2 | ... | 2 | 0 | ... | ... | ... | ... | ... |
| Mulberry | 1 | 2 | 3 | 1 | 2 | 1 | 5 | 6 | 1 | 1 | ... |
| New Smyrna | 1 | 1 | 2 | ... | 2 | ... | ... | ... | ... | ... | ... |
| St. Cloud | 0 | 2 | 2 | 1 | 2 | 0 | 9 | 11 | 2 | 2 | ... |
| Seabreeze | 1 | 2 | 3 | 2 | 2 | 1 | 8 | 7 | 2 | 2 | 5 |
| Starke | 1 | 1 | 2 | 1 | 2 | 0 | ... | ... | ... | ... | ... |
| Titusville | 1 | 1 | 2 | ... | 2 | 0 | 7 | 8 | 1 | 1 | ... |
| Waldo | 1 | 1 | 2 | 1 | 2 | 0 | 9 | 9 | 2 | 3 | ... |
| Webster | 1 | 2 | 3 | ... | 2 | 1 | 8 | 7 | 5 | 3 | 1 |
| Total | 18 | 25 | 41 | 14 | 36 | 7 | ... | ... | ... | ... | ... |

HIGH SCHOOL TEACHERS.

| 3-Year HIGH SCHOOLS 1912-1913. | | | | | | | | | | | |
|--------------------------------------|------|--------|--------|-------------------------|-----------------------------|----------------------------|---------------------------------------|----------------------------------|-------------------------------------|--------------------------------------|-----------------------------------|
| | Men. | Women. | Total. | Number with Degrees. | Number teach Whole Time. | Number teach Part Time. | No. Daily Recitations per Teacher. | No. Recitations by Principal. | Years Principal has taught here. | Years 1st Asslt. has taught here. | Years average Teacher teaches. |
| Alachua | 2 | 0 | 2 | 2 | 1 | 1 | 5 | 13 | 1 | 2 | 1 |
| Apalachicola | 1 | 2 | 3 | 3 | 2 | 1 | 5 | 6 | 1 | 4 | 1 |
| Chipley | 1 | 1 | 2 | 1 | 2 | 1 | 8 | 7 | 1 | 1 | 1 |
| Eustis | 1 | 1 | 2 | 2 | 1 | 1 | 7 | 7 | 1 | 1 | 1 |
| Graceville | 1 | 1 | 2 | 1 | 1 | 1 | 8 | 8 | 1 | 1 | 1 |
| Palmetto | 1 | 1 | 2 | 1 | 2 | 1 | 8 | 8 | 1 | 1 | 1 |
| Zephyrhills | 1 | 1 | 2 | 1 | 1 | 1 | 8 | 7 | 1 | 2 | 1 |
| Average | 1 | 1 | 2 | 1 | 1 | 1 | 6 | 8 | 1 | 2 | 1 |
| Total | 8 | 7 | 17 | 10 | 11 | 5 | 41 | 41 | 1 | 2 | 1 |

2-YEAR
HIGH SCHOOLS
1912-1913.

| | | | | | | | | | | | |
|--------------------------|----|----|----|----|----|----|----|----|---|----|---|
| Apopka | 2 | 2 | 1 | 1 | 1 | 4 | 6 | 1 | 1 | 1 | 1 |
| Archer | 1 | 1 | 0 | 1 | 1 | 3 | 12 | 5 | 0 | 1 | 5 |
| Aucilla | 1 | 1 | 0 | 1 | 1 | 3 | 9 | 0 | 1 | 1 | 1 |
| Bethel | 1 | 1 | 0 | 1 | 1 | 5 | 12 | 1 | 1 | 1 | 1 |
| Carrabelle | 1 | 1 | 0 | 1 | 1 | 4 | 11 | 1 | 1 | 1 | 1 |
| Chipley | 1 | 1 | 1 | 1 | 1 | 4 | 7 | 1 | 1 | 1 | 1 |
| DeLand | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 1 | 1 | 1 | 1 |
| Dunnellon | 1 | 1 | 0 | 1 | 1 | 11 | 11 | 2 | 1 | 1 | 2 |
| Eau Gallie | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 1 | 1 | 1 | 1 |
| Floral City | 1 | 1 | 1 | 1 | 1 | 8 | 8 | 1 | 1 | 1 | 1 |
| Ft. Lauderdale | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 1 | 1 | 1 | 1 |
| Green Cove Springs | 1 | 1 | 2 | 1 | 1 | 3 | 10 | 1 | 2 | 1 | 1 |
| Greenwood | 1 | 1 | 0 | 1 | 1 | 8 | 8 | 1 | 1 | 1 | 1 |
| Hastings | 1 | 1 | 1 | 1 | 1 | 10 | 10 | 1 | 1 | 1 | 1 |
| High Springs | 1 | 1 | 0 | 1 | 1 | 2 | 10 | 1 | 1 | 1 | 1 |
| Manatee | 1 | 1 | 2 | 0 | 1 | 1 | 7 | 10 | 4 | 14 | 9 |
| Mayo | 1 | 1 | 1 | 1 | 1 | 8 | 8 | 1 | 1 | 1 | 1 |
| Micanopy | 1 | 1 | 0 | 1 | 1 | 10 | 10 | 1 | 1 | 1 | 1 |
| Muscogee | 1 | 1 | 0 | 1 | 1 | 10 | 10 | 1 | 1 | 1 | 1 |
| Newberry | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Perry | 2 | 2 | 1 | 1 | 1 | 5 | 5 | 2 | 2 | 2 | 2 |
| Sarasota | 1 | 1 | 2 | 1 | 1 | 5 | 4 | 5 | 2 | 2 | 3 |
| Tarpon Springs | 1 | 1 | 0 | 1 | 1 | 7 | 5 | 2 | 1 | 1 | 1 |
| Trenton | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 1 | 1 | 1 | 1 |
| Winter Haven | 1 | 1 | 0 | 1 | 0 | 9 | 9 | 3 | 1 | 1 | 3 |
| Williston | 1 | 1 | 1 | 1 | 1 | 9 | 9 | 1 | 1 | 1 | 1 |
| Total | 22 | 13 | 35 | 10 | 25 | 10 | 10 | 10 | 1 | 2 | 1 |

SUMMARY
1912-1913.

| | | | | | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|----|----|----|---|---|---|
| 2-Year Schools | 22 | 13 | 35 | 10 | 25 | 10 | 10 | 10 | 1 | 2 | 1 |
| 3-Year Schools | 8 | 7 | 17 | 10 | 11 | 4 | 4 | 4 | 1 | 1 | 1 |
| 4-Year Irregular | 18 | 25 | 41 | 14 | 36 | 7 | 7 | 7 | 1 | 1 | 1 |
| Senior | 65 | 102 | 167 | 101 | 134 | 32 | 32 | 32 | 1 | 2 | 1 |
| Average | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Total | 113 | 147 | 260 | 135 | 207 | 53 | 53 | 53 | 1 | 2 | 1 |

SCHOOL POPULATION, ETC.

| SENIOR HIGH SCHOOLS 1912-1913. | | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades inclusive. | No. Teachers in High School. | Ratio of Pupils to Teachers in Grades. | Ratio of Pupils to Teachers to High School |
|---|---------|-----------------------------------|-----------------------|--|----------------------------|--|---------------------------------|---|---|
| Arcadia | 6,000 | 1,000 | 373 | 9 | 73 | 4 | 1-41 | 1-24 | |
| Bartow | 4,000 | 600 | 400 | 12 | 84 | 4 | 1-33 | 1-21 | |
| Bradentown | 2,000 | | | | 59 | 5 | 1- | 1-11 | |
| Dade City | 1,033 | | | | 44 | 4 | | 1-11 | |
| Daytona | 3,082 | | | | 62 | 4 | | 1-15 | |
| DeFuniak Springs | 2,017 | | 325 | 8 | 30 | 4 | 1-40 | 1-7 | |
| Ft. Meade | 3,000 | | 300 | 9 | 82 | 3 | 1-33 | 1-27 | |
| Ft. Myers | 4,000 | 600 | 390 | 10 | 50 | 3 | 1-39 | 1-16 | |
| Gainesville | 6,183 | | | | 120 | 6 | | 1-20 | |
| Jacksonville | 57,699 | | | | 371 | 14 | 21- | 1-26 | |
| Key West | 23,000 | 4,000 | 720 | 13 | 39 | 5 | 1-55 | 1-7 | |
| Kissimmee | 3,468 | | 629 | 14 | 85 | 4 | 1-44 | 1-21 | |
| Lake City | 6,000 | 1,200 | 394 | 9 | 69 | 3 | 1-44 | 1-17 | |
| Lakeland | 8,000 | 890 | 739 | 19 | 93 | 4 | 1-52 | 1-23 | |
| Leesburg | 1,500 | | 175 | 5 | 40 | 3 | 1-35 | | |
| Live Oak | 4,000 | 450 | 426 | 8 | 61 | 4 | 1-53 | 1-15 | |
| Madison | 1,560 | | | | 55 | 5 | | 1-11 | |
| Miami | 15,000 | 1,800 | 1,150 | 55 | 160 | 8 | 1-33 | 1-20 | |
| Ocala | 6,000 | 650 | 531 | 12 | 69 | 4 | 1-44 | 1-17 | |
| Orlando | 3,894 | | 585 | 13 | 93 | 5 | 1-45 | 1-18 | |
| Palatka | 3,779 | | | | 65 | 3 | | 1-22 | |
| Pensacola | 24,000 | 2,500 | | | 161 | 7 | | 1-23 | |
| Plant City | 4,000 | 500 | 600 | 10 | 83 | 4 | 1-60 | 1-20 | |
| Punta Gorda | 1,500 | 300 | 225 | 7 | 44 | 4 | 1-32 | 1-11 | |
| Quincy | 5,000 | | 268 | 7 | 44 | 4 | 1-38 | 1-11 | |
| St. Augustine | 5,000 | | 525 | 15 | 76 | 6 | 1-35 | 1-12 | |
| St. Petersburg | 7,000 | 1,500 | 1,150 | 30 | 212 | 9 | 1-38 | 1-23 | |
| Sanford | 7,000 | 1,000 | 676 | 20 | 110 | 6 | 1-33 | 1-18 | |
| Tallahassee | 3,000 | 800 | 434 | 10 | 53 | 4 | 1-43 | 1-13 | |
| Tampa | 50,000 | 7,147 | | | 401 | 14 | 1- | 1-28 | |
| Wauchula | 2,000 | 400 | 310 | 9 | 50 | 3 | 1-34 | 1-16 | |
| W. Palm Beach | 1,743 | | | | 73 | 4 | | 1-31 | |
| Average | 8,146 | 1,490 | 515 | 13 | 101 | 5 | 1-38 | 1-18 | |
| Total | 203,261 | 25,337 | 11,325 | 292 | 3,141 | 167 | | | |
| 4-YEAR IRREGULAR. HIGH SCHOOLS 1912-1913. | | | | | | | | | |
| Brooksville | 2,000 | | 312 | 8 | 45 | 3 | 1-39 | 1-15 | |
| Cocoa | | | 145 | 4 | 42 | 3 | 1-36 | 1-14 | |
| Clearwater | 2,000 | | 226 | 5 | 54 | 2 | 1-45 | 1-27 | |
| Crescent City | 800 | 150 | 105 | 3 | 15 | 3 | 1-35 | 1-5 | |
| Ft. Pierce | 1,333 | | | | 43 | 2 | | | |
| Inverness | 400 | | | | 18 | 2 | | | |
| Jasper | 1,800 | 300 | 225 | 5 | 13 | 2 | 1-45 | 1-6 | |
| Lake Butler | 1,100 | 320 | 257 | 6 | 36 | 2 | 1-42 | 1-18 | |
| Marianna | 3,000 | 420 | 232 | 5 | 38 | 2 | 1-46 | 1-19 | |
| Monticello | 2,400 | | 130 | 4 | 26 | 2 | 1-32 | 1-13 | |
| Mulberry | 3,000 | 400 | 310 | 8 | 27 | 3 | 1-38 | 1-9 | |
| New Smyrna | 2,000 | | 260 | 7 | 39 | 2 | 1-37 | | |
| St. Cloud | 2,000 | 220 | 183 | 4 | 22 | 2 | 1-45 | 1-11 | |
| Seabreeze | 1,200 | 200 | 164 | 4 | 23 | 2 | 1-41 | 1-7 | |
| Starke | 3,000 | 400 | | | 8 | 2 | | | |
| Titusville | 1,200 | 220 | 205 | | 15 | 2 | | 1-7 | |
| Waldo | 1,500 | 175 | 150 | 4 | 18 | 2 | 1-37 | 1-9 | |
| Webster | 1,000 | 185 | 148 | 7 | 27 | 3 | 1-21 | 1-9 | |
| Average | 1,840 | 271 | 203 | 5 | 32 | 2 | 1-37 | 1-13 | |
| Total | 29,333 | 2,990 | 3,052 | 82 | 509 | 41 | | | |

SCHOOL POPULATION, ETC.

| 3-YEAR HIGH SCHOOLS 1912-1913. | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades Inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades Inclusive. | No. Teachers in High School. | Ratio of Pupils in Grades to Teacher. | Ratio of Pupils to Teacher in High School. |
|--------------------------------------|-----------------------------------|--------------------|---|----------------------------|--|---------------------------------|--|---|
| Alachua | 700 | 150 | 134 | 3 | 21 | 2 | 1-44 | 1-10 |
| Apalachicola | 4,000 | 450 | 222 | 5 | 25 | 3 | 1-44 | 1-8 |
| Chipley | 1,089 | ..... | ..... | ..... | 23 | 2 | ..... | ..... |
| Eustis | 1,000 | 135 | 80 | 4 | 29 | 2 | 1-20 | 1-14 |
| Fernandina ..... | ..... | ..... | 149 | 5 | 14 | 2 | 1-29 | 1-7 |
| Graceville | 1,500 | 350 | 170 | 4 | 23 | 2 | 1-42 | 1-11 |
| Palmetto | 773 | ..... | ..... | ..... | 25 | 2 | ..... | ..... |
| Zephyrhills | 2,300 | 220 | 163 | 4 | 23 | 2 | 1-40 | 1-11 |
| Average | 1,900 | 261 | 153 | 4 | 22 | 2 | 1-36 | 1-10 |
| Total | 11,362 | 1,305 | 918 | 25 | 190 | 17 | ..... | ..... |
| 2-YEAR HIGH SCHOOLS 1912-1913. | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades Inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades Inclusive. | No. Teachers in High School. | Ratio of Pupils in Grades to Teacher. | Ratio of Pupils to Teacher in High School. |
| Apopka | 410 | ..... | 70 | 3 | 19 | 2 | 1-23 | 1-9 |
| Archer | 468 | 90 | 58 | 2 | 14 | 1 | 1-29 | 1-14 |
| Aucilla | 360 | 157 | 157 | 4 | 16 | 2 | 1-39 | 1-8 |
| Bethel | 200 | ..... | 54 | 3 | 16 | 2 | 1-18 | 1-8 |
| Carrabelle | 1,500 | 225 | 140 | 5 | 19 | 1 | 1-28 | 1-19 |
| Chipley | 1,200 | ..... | ..... | 8 | 19 | 2 | ..... | 1-9 |
| Dunnellon | 2,500 | 200 | 160 | 4 | 13 | 1 | 1-40 | 1-13 |
| DeLand ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Eau Gallie | 329 | ..... | ..... | ..... | 10 | 1 | ..... | ..... |
| Floral City | 488 | ..... | ..... | ..... | 15 | 1 | ..... | ..... |
| Ft. Lauderdale | 2,500 | ..... | 200 | 7 | 17 | 2 | 1-28 | 1-8 |
| Green Cove Springs... | 2,000 | 300 | ..... | ..... | 11 | 2 | ..... | 1-5 |
| Greenwood | 700 | ..... | 85 | 3 | 14 | 1 | 1-28 | 1-14 |
| Hastings | 1,000 | ..... | 122 | 4 | 16 | 1 | 1-30 | 1-16 |
| High Springs | 1,800 | 300 | 131 | 4 | 15 | 1 | 1-32 | 1-15 |
| Manatee | 1,500 | 350 | 164 | 7 | 23 | 2 | 1-23 | 1-11 |
| Mayo | 800 | ..... | 120 | 4 | 9 | 1 | 1-30 | 1-9 |
| Micanopy | 650 | 90 | 72 | 2 | 9 | 1 | 1-36 | 1-9 |
| Muscogee | 1,500 | 125 | 15 | 1 | 18 | 1 | 1-15 | 1-18 |
| Newberry | 1,200 | ..... | 120 | 3 | 9 | 1 | 1-40 | 1-9 |
| Perry | 1,012 | ..... | 145 | 5 | 10 | 2 | 1-29 | 1-5 |
| Sarasota | 2,000 | 300 | 259 | 7 | 17 | 2 | 1-37 | 1-8 |
| Tarpon Springs | 3,000 | 200 | 184 | 4 | 23 | 2 | 1-46 | 1-11 |
| Trenton | 304 | ..... | ..... | ..... | 25 | 1 | ..... | ..... |
| Williston | 371 | ..... | ..... | ..... | 25 | 1 | ..... | ..... |
| Winterhaven | 800 | 275 | 253 | 5 | 22 | 1 | 1-50 | 1-22 |
| Average | 1,540 | 251 | 132 | 4 | 15 | 1 | ..... | ..... |
| Total | 28,592 | 3,012 | 2,509 | 85 | 404 | 35 | 1-33 | 1-10 |
| SUMMARY 1912-1913. | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades Inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades Inclusive. | No. Teachers in High School. | Ratio of Pupils in Grades to Teacher. | Ratio of Pupils to Teacher in High School. |
| 2-Year Schools | 28,592 | 3,012 | 2,509 | 85 | 404 | 35 | 1-33 | 1-10 |
| 3-Year Schools | 11,362 | 1,305 | 918 | 25 | 190 | 17 | 1-36 | 1-10 |
| 4-Year Schools | 29,333 | 2,990 | 3,052 | 82 | 529 | 41 | 1-37 | 1-13 |
| Senior | 203,261 | 25,337 | 11,325 | 292 | 3,141 | 167 | 1-38 | 1-19 |
| Average ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 272,548 | 32,644 | 17,804 | 484 | 4,264 | 260 | 1-36 | 1-16 |

NUMBER OF PUPILS IN EACH SUBJECT.

| SENIOR SCHOOLS. 1912-1913. | Grammar. | Composition. | Rhetoric. | English Lit. | American Lit. | Adv. Arithmetic. | Algebra. | Pl. Geometry. | Sol. Geometry. | Pl. Trigonometry. | American Hist. | Ancient Hist. | Med. Mod. Hist. | English Hist. | Civics. | First Yr. Latin. | Caesar. | Cicero. | Virgil. | German. | French. | Spanish. | Physical Geog. | Physics. | Chemistry. | Botany. | Biology. | Zoology. | Agriculture. | Mec. Drawing. | Man. Training. | Dom. Science. | Miscellaneous. | |
|----------------------------------|----------|--------------|-----------|--------------|---------------|------------------|----------|---------------|----------------|-------------------|----------------|---------------|-----------------|---------------|---------|------------------|---------|---------|---------|---------|---------|----------|----------------|----------|------------|---------|----------|----------|--------------|---------------|----------------|---------------|----------------|-----|
| Arcadia | 63 | 46 | 32 | 13 | 9 | 32 | 41 | 13 | 13 | 9 | ... | ... | ... | ... | ... | 62 | 22 | 17 | 10 | ... | ... | ... | 22 | 17 | ... | ... | ... | 37 | ... | ... | ... | ... | 1 | |
| Bartow | 45 | 45 | 14 | 10 | 11 | ... | ... | 7 | 11 | 12 | ... | 7 | 7 | 43 | ... | 43 | 14 | 3 | 3 | ... | ... | 12 | 14 | 7 | 12 | ... | 3 | ... | 18 | ... | ... | ... | ... | |
| Bradentown | 28 | 46 | 24 | 28 | 52 | 52 | 53 | 7 | ... | ... | ... | ... | 18 | 6 | ... | 28 | 18 | 6 | 7 | ... | ... | ... | 28 | 6 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | |
| Dade City | 23 | 34 | 10 | 5 | 5 | 39 | 39 | 5 | ... | 5 | 5 | 10 | 23 | 23 | ... | 23 | 21 | 10 | 5 | ... | ... | ... | 20 | 5 | 5 | 9 | ... | 18 | ... | ... | ... | ... | ... | |
| Daytona | ... | 23 | 18 | 8 | 11 | ... | 40 | 7 | 11 | 11 | 6 | 7 | 22 | 19 | 19 | 12 | ... | ... | ... | 7 | 1 | ... | 18 | 1 | 6 | 14 | ... | 13 | ... | ... | ... | ... | ... | |
| DeFuniak Spgs. | 10 | 30 | 4 | ... | ... | 10 | 24 | 2 | 4 | 4 | 4 | 10 | 14 | 2 | ... | 10 | 14 | 2 | 4 | 6 | ... | ... | 10 | 2 | 2 | 4 | ... | 4 | ... | ... | ... | ... | ... | |
| Ft. Meade | 54 | 26 | 12 | 8 | ... | ... | 76 | 11 | ... | 8 | ... | ... | ... | ... | ... | 36 | ... | ... | ... | ... | ... | ... | 36 | 12 | 2 | 26 | ... | 26 | ... | ... | ... | ... | ... | |
| Ft. Myers | 36 | 50 | 21 | 9 | 6 | ... | 36 | 9 | ... | 6 | 6 | 15 | 15 | ... | ... | 11 | 7 | 9 | 6 | ... | ... | ... | 8 | ... | ... | ... | 17 | ... | ... | ... | ... | ... | ... | |
| Gainesville | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Jacksonville | 366 | 118 | 73 | 36 | ... | ... | 259 | 13 | 17 | 17 | 38 | 135 | 102 | 42 | ... | 57 | 35 | 21 | 19 | 22 | 111 | ... | 10 | 10 | 13 | ... | ... | ... | ... | 44 | ... | 90 | ... | |
| Key West | 10 | 29 | 3 | 6 | 27 | ... | 21 | 5 | 1 | 6 | 7 | 5 | 7 | 17 | 6 | 17 | 5 | 5 | 1 | ... | ... | ... | 5 | 5 | 7 | ... | 21 | ... | ... | ... | ... | ... | ... | |
| Kissimmee | 43 | 43 | 20 | 12 | 9 | 9 | 67 | 11 | 8 | ... | 8 | 20 | 20 | 43 | 11 | 45 | 21 | 11 | ... | ... | 12 | ... | 20 | 11 | 8 | ... | ... | ... | ... | ... | ... | ... | ... | |
| Lake City | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lakeland | 93 | 93 | 22 | 21 | 15 | 57 | 58 | 21 | ... | 15 | 15 | 22 | 22 | 35 | 57 | 35 | 10 | 10 | 7 | ... | ... | ... | 13 | 21 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | |
| Leesburg | 8 | 14 | 14 | 11 | 3 | ... | 20 | 11 | 3 | 3 | 4 | 24 | 8 | ... | ... | 5 | 6 | 11 | 3 | 10 | ... | ... | 7 | ... | ... | 6 | ... | 6 | ... | ... | ... | ... | ... | |
| Live Oak | 28 | 46 | 18 | 11 | 4 | ... | 46 | 11 | ... | 4 | 4 | 18 | 11 | 28 | 4 | 28 | 18 | 11 | 4 | ... | ... | ... | 18 | 11 | 4 | 28 | ... | 28 | ... | ... | ... | ... | ... | |
| Madison | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Miami | 90 | 38 | 23 | 7 | 40 | ... | 90 | 23 | 7 | 7 | 7 | 38 | ... | 52 | 7 | 40 | 25 | 16 | 7 | 8 | 12 | ... | 16 | 9 | ... | 15 | ... | ... | ... | 25 | ... | 26 | 40 | |
| Ocala | 22 | 18 | 13 | 12 | ... | ... | 40 | 13 | ... | 9 | 25 | 22 | 18 | ... | ... | 22 | 18 | 10 | 11 | ... | 10 | ... | 22 | 13 | ... | 18 | ... | ... | ... | ... | ... | ... | ... | |
| Orlando | 52 | 24 | 23 | 10 | 6 | ... | 52 | 39 | 5 | ... | 5 | ... | ... | 24 | ... | 44 | 22 | 8 | 5 | ... | 5 | ... | 12 | ... | ... | ... | 51 | ... | ... | ... | ... | ... | ... | |
| Palatka | 28 | 19 | 19 | 4 | 8 | 19 | 53 | 4 | 8 | ... | 8 | 19 | 28 | 4 | ... | 28 | 19 | 4 | 8 | ... | ... | ... | 19 | 4 | ... | 28 | ... | ... | ... | ... | ... | ... | ... | |
| Pensacola | 47 | 73 | 47 | 25 | 16 | ... | 78 | 42 | 4 | 4 | 16 | 36 | 31 | ... | 16 | 44 | 27 | 7 | 6 | ... | 26 | ... | 62 | 16 | 25 | ... | ... | ... | ... | ... | ... | ... | ... | |
| Plant City | ... | 35 | 24 | 12 | 12 | ... | 59 | 12 | ... | 12 | 12 | 32 | 27 | ... | ... | 35 | 24 | 12 | 12 | ... | 12 | ... | 24 | ... | ... | 35 | ... | 35 | ... | ... | ... | ... | ... | |
| Punta Gorda | 16 | 44 | 11 | 7 | 10 | 10 | 27 | 7 | 10 | ... | 10 | 11 | 7 | 16 | 10 | 16 | 8 | 1 | 5 | 11 | ... | ... | 16 | 7 | ... | 11 | ... | 11 | ... | ... | ... | ... | ... | |
| Quincy | 19 | 19 | 10 | 9 | 6 | ... | ... | ... | ... | 6 | 10 | ... | 19 | 6 | 19 | 10 | 9 | 6 | 5 | 2 | ... | ... | 19 | 9 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | |
| St. Augustine | ... | 27 | 27 | 12 | 10 | 10 | 39 | 12 | 12 | 10 | 10 | ... | 54 | 12 | 22 | 27 | 27 | 12 | 10 | ... | ... | 7 | 27 | 27 | 12 | ... | 12 | ... | ... | ... | ... | ... | ... | |
| St. Petersburg | 81 | 68 | 42 | 21 | ... | ... | 165 | 92 | 6 | 6 | 14 | 95 | ... | 35 | ... | 68 | 42 | 13 | 9 | 18 | ... | 18 | ... | 38 | 12 | 35 | ... | 24 | ... | 16 | 47 | 85 | 9 | |
| Sanford | ... | 80 | 80 | 19 | 11 | ... | 72 | 25 | 11 | 3 | 10 | 66 | ... | 5 | 8 | 48 | 34 | 11 | 8 | 18 | ... | ... | 46 | 12 | 10 | 24 | ... | 35 | ... | 9 | ... | ... | ... | |
| Tallahassee | ... | 16 | 22 | 9 | 5 | ... | 37 | 9 | 3 | 2 | ... | 16 | 21 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | 13 | 8 | 5 | 12 | ... | 13 | ... | ... | ... | ... | ... | |
| Tampa | 180 | 179 | 70 | 60 | ... | ... | 181 | 109 | 24 | 24 | 70 | 181 | 109 | ... | 60 | 147 | 72 | 27 | 16 | 42 | ... | 57 | ... | 70 | 37 | 50 | ... | 32 | ... | 18 | 90 | 108 | ... | |
| Wauchula | 26 | 26 | 19 | 9 | 5 | ... | 36 | 9 | ... | 5 | 5 | 10 | ... | 26 | 5 | 26 | 10 | 9 | 5 | ... | ... | ... | 26 | 9 | ... | 10 | ... | 10 | ... | ... | ... | ... | ... | |
| W. Palm Beach | 28 | 17 | 8 | 7 | ... | ... | 37 | 13 | 8 | ... | ... | 7 | 7 | ... | ... | 32 | 14 | 3 | ... | ... | 27 | ... | ... | 4 | ... | ... | 12 | ... | ... | ... | ... | 29 | ... | |
| Average | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 619 | 1636 | 964 | 496 | 357 | 322 | 1726 | 545 | 166 | 182 | 302 | 811 | 548 | 460 | 261 | 1108 | 543 | 258 | 181 | 147 | 230 | 82 | 490 | 355 | 188 | 320 | 128 | 282 | 75 | 112 | 137 | 378 | 91 | |

NUMBER OF PUPILS IN EACH SUBJECT.

| FOUR-YEAR IRREGULAR SCHOOLS, 1912-1913. | Grammar. | Composition. | Rhetoric. | English. Lit. | American Lit. | Adv. Arithmetic. | Algebra. | Pl. Geometry. | Solid Geometry. | Pl. Trigonometry. | American Hist. | Ancient Hist. | Med. Mod. Hist. | English Hist. | Civics. | First Yr. Latin. | Caesar. | Cicero. | Virgil. | German. | French. | Spanish. | Physical Geog. | Physics. | Chemistry. | Botany. | Biology. | Zoology. | Agriculture. | Mec. Drawing. | Man. Training. | Dom. Science. | Miscellaneous. | |
|--|----------|--------------|-----------|---------------|---------------|------------------|----------|---------------|-----------------|-------------------|----------------|---------------|-----------------|---------------|---------|------------------|---------|---------|---------|---------|---------|----------|----------------|----------|------------|---------|----------|----------|--------------|---------------|----------------|---------------|----------------|--|
| Brooksville | 25 | 21 | 15 | 6 | 3 | 36 | 5 | 5 | 5 | 5 | 15 | 21 | 21 | 21 | 15 | 5 | 5 | 5 | 5 | 5 | 9 | 21 | 5 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 5 | |
| Cocoa | 17 | 10 | 8 | 3 | 3 | 27 | 13 | 4 | 4 | 4 | 14 | 10 | 10 | 10 | 3 | 11 | 7 | 1 | 3 | 3 | 3 | 9 | 7 | 9 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Clearwater | 28 | 28 | 13 | 4 | 4 | 37 | 13 | 4 | 4 | 4 | 14 | 23 | 23 | 23 | 14 | 13 | 13 | 13 | 4 | 4 | 4 | 4 | 4 | 13 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Crescent City | 10 | 10 | 10 | 10 | 10 | 8 | 8 | 8 | 8 | 8 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Ft. Pierce | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Inverness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jasper | 5 | 8 | 1 | 1 | 1 | 13 | 13 | 6 | 6 | 4 | 11 | 9 | 9 | 6 | 13 | 13 | 9 | 4 | 6 | 1 | 1 | 1 | 8 | 6 | 4 | 11 | 9 | 9 | 26 | | | | | |
| Lake Butler | 62 | 29 | 11 | 8 | 8 | 22 | 22 | 7 | 7 | 1 | 9 | 9 | 9 | 20 | 1 | 20 | 9 | 7 | 1 | 1 | 1 | 1 | 13 | 6 | 7 | 4 | 11 | 9 | 9 | 26 | | | | |
| Marianna | 20 | 20 | 9 | 8 | 8 | 20 | 29 | 7 | 7 | 1 | 9 | 9 | 9 | 20 | 1 | 20 | 9 | 7 | 1 | 1 | 1 | 1 | 13 | 6 | 7 | 4 | 11 | 9 | 9 | 26 | | | | |
| Monticello | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mulberry | | | | | | 12 | 21 | 6 | 6 | 4 | 9 | 9 | 9 | 12 | 12 | 8 | 3 | 3 | 3 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | |
| New Smyrna | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Cloud | 12 | 5 | 3 | 1 | 1 | 18 | 3 | 1 | 1 | 1 | 4 | 8 | 8 | 7 | 3 | 12 | 5 | 4 | 1 | 1 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Seabreeze | 23 | 3 | 7 | 1 | 1 | 15 | 7 | 1 | 1 | 1 | 7 | 8 | 8 | 7 | 2 | 2 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | |
| Starke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Titusville | 15 | 15 | 15 | 15 | 15 | 3 | 10 | 2 | 3 | 3 | 3 | 2 | 2 | 7 | 3 | 5 | 2 | 8 | 8 | 8 | 8 | 8 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Waldo | 7 | 11 | 2 | 6 | 3 | 16 | 15 | 7 | 4 | 4 | 3 | 8 | 7 | 8 | 3 | 8 | 2 | 7 | 4 | 4 | 4 | 4 | 8 | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | |
| Webster | 8 | 8 | 7 | 7 | 7 | 16 | 15 | 7 | 4 | 4 | 3 | 8 | 7 | 8 | 3 | 8 | 2 | 7 | 4 | 4 | 4 | 4 | 8 | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | |
| Average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 139 | 195 | 104 | 49 | 11 | 64 | 260 | 70 | 15 | 32 | 38 | 109 | 24 | 125 | 33 | 144 | 89 | 50 | 35 | 10 | 5 | 9 | 73 | 68 | 5 | 58 | 17 | 41 | 26 | 14 | 14 | 14 | 14 | |
| Three-Year High Schools, 1912-1913. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alachua | 7 | 9 | 5 | 9 | 9 | 7 | 9 | 5 | 5 | 5 | 9 | 9 | 9 | 7 | 9 | 9 | 4 | 9 | 9 | 9 | 9 | 16 | 5 | 5 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | |
| Apalachicola | 9 | 9 | 7 | 9 | 9 | 16 | 25 | 9 | 9 | 9 | 7 | 7 | 7 | 9 | 9 | 8 | 4 | 9 | 9 | 9 | 9 | 16 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | |
| Chipley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eustis | 13 | 10 | 7 | 7 | 7 | 13 | 10 | 3 | 3 | 3 | 8 | 10 | 10 | 10 | 10 | 17 | 5 | 2 | 2 | 7 | 7 | 12 | 7 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Fernandina | | 7 | 7 | 7 | 7 | 7 | 7 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Graceville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Palmetto | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Zephyrhills | | 12 | 9 | 2 | 2 | 20 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| Average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 20 | 40 | 35 | 11 | 11 | 36 | 71 | 24 | 4 | 4 | 8 | 26 | 16 | 28 | 22 | 54 | 11 | 9 | 4 | 9 | 9 | 55 | 15 | 4 | 9 | 4 | 1 | 52 | 14 | 14 | 14 | 14 | 14 | |

NUMBER OF PUPILS IN EACH SUBJECT.

| Two-Year High Schools, 1912-1913. | Grammar. | Composition. | Rhetoric. | English Lit. | American Lit. | Adv. Arith. | Algebra. | Pl. Geom. | Sol. Geom. | Pl. Trig. | Am. History. | Ancient. Hist. | Med. Mod. Hist. | English Hist. | Civics. | First Yr. Latin. | Caesar. | Cicero. | Virgil. | German. | French. | Spanish. | Phys. Geog. | Physics. | Chemistry. | Botany. | Biology. | Zoology. | Agriculture. | Mec. Drawing. | Man. Training. | Dom. Science. | Miscellaneous. | |
|---|----------|--------------|-----------|--------------|---------------|-------------|----------|-----------|------------|-----------|--------------|----------------|-----------------|---------------|---------|------------------|---------|---------|---------|---------|---------|----------|-------------|----------|------------|---------|----------|----------|--------------|---------------|----------------|---------------|----------------|-----|
| Apopka | 10 | 14 | 5 | ... | ... | 24 | 19 | ... | ... | ... | ... | 19 | ... | ... | ... | 14 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Archer | 7 | 7 | 7 | ... | ... | ... | 14 | ... | ... | ... | ... | 7 | ... | 7 | ... | 7 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Aucilla | 11 | 11 | 5 | ... | 11 | ... | 11 | 5 | ... | ... | ... | 5 | ... | 6 | ... | 6 | 10 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Bethel | 6 | 6 | 4 | ... | 6 | ... | 10 | 4 | ... | ... | ... | 4 | ... | 10 | 3 | 6 | 3 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Carrabelle | 13 | 6 | ... | ... | 19 | 19 | ... | ... | ... | ... | 13 | 6 | ... | ... | 6 | 13 | 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Chipley | ... | 17 | ... | ... | ... | ... | 17 | 2 | ... | ... | ... | 1 | ... | 17 | 6 | 13 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| DeLand | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 13 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Dunnellon | 10 | 6 | ... | ... | ... | 10 | 10 | ... | ... | ... | 10 | ... | ... | ... | ... | 10 | ... | ... | ... | ... | ... | ... | 10 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | |
| Eau Gallie | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Floral City | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Ft. Lauderdale. | ... | 11 | 6 | ... | 10 | ... | 10 | ... | ... | ... | ... | 10 | ... | ... | ... | 10 | ... | ... | ... | ... | ... | ... | 10 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | |
| Green Cove Spgs | ... | 10 | 10 | ... | 14 | ... | 22 | 3 | ... | ... | ... | 6 | ... | ... | ... | 9 | 2 | ... | ... | ... | ... | ... | 11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Greenwood | ... | 8 | 5 | ... | ... | ... | 13 | 1 | ... | ... | ... | 5 | ... | 8 | ... | 14 | 10 | ... | ... | ... | ... | ... | 11 | ... | ... | 14 | ... | 4 | ... | ... | ... | ... | ... | |
| Hastings | 12 | 4 | ... | ... | ... | ... | 16 | ... | ... | ... | ... | 16 | ... | ... | ... | 11 | ... | ... | ... | ... | 2 | ... | 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| High Springs | ... | ... | 14 | ... | ... | ... | 10 | ... | ... | ... | ... | 3 | ... | 11 | ... | 12 | 4 | ... | ... | ... | ... | ... | 12 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Manatee | 18 | 5 | ... | ... | ... | ... | 23 | ... | ... | ... | ... | 23 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 2 | 13 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Mayo | 7 | 7 | 9 | ... | 7 | ... | 9 | ... | ... | ... | ... | 7 | 4 | 7 | ... | 5 | ... | ... | ... | ... | ... | 2 | 18 | ... | ... | ... | ... | ... | ... | 23 | 11 | 12 | ... | |
| Micanopy | 9 | 5 | 2 | ... | ... | ... | 7 | 2 | ... | ... | ... | 7 | 7 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Muscogee | ... | 4 | 14 | ... | ... | ... | 14 | 4 | ... | ... | ... | 4 | ... | ... | ... | 7 | 2 | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Newberry | 3 | 9 | 6 | ... | 9 | ... | 9 | ... | ... | ... | ... | 6 | ... | 3 | ... | 14 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | 7 | ... | 7 | ... | ... | ... | ... | ... | |
| Perry | 5 | 4 | 4 | ... | ... | ... | 9 | ... | ... | 2 | ... | ... | ... | ... | 9 | 3 | ... | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | |
| Sarasota | ... | 11 | 6 | ... | ... | ... | 17 | ... | ... | ... | ... | 17 | ... | ... | ... | 1 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Tarpon Springs. | 20 | 20 | 1 | ... | ... | ... | 22 | 1 | ... | ... | ... | ... | 10 | ... | ... | 11 | 6 | ... | ... | ... | ... | ... | 11 | ... | ... | ... | ... | 6 | ... | 12 | 42 | ... | ... | |
| Trenton | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Williston | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Winter Haven. | 13 | 4 | 9 | ... | ... | ... | 22 | ... | ... | ... | ... | 9 | ... | 13 | 10 | 12 | 10 | ... | ... | ... | ... | ... | 1 | ... | ... | 13 | ... | 10 | ... | ... | ... | ... | ... | |
| Total | 144 | 169 | 107 | ... | 19 | 100 | 280 | 26 | ... | 2 | 13 | 153 | 21 | 82 | 29 | 181 | 72 | 7 | ... | ... | 2 | 2 | 139 | 8 | ... | 52 | ... | 44 | ... | 23 | 23 | 54 | ... | |
| Summary, 1912-1913. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Year Schools' | 144 | 169 | 107 | ... | 19 | 100 | 280 | 26 | ... | 2 | 13 | 153 | 21 | 82 | 29 | 181 | 72 | 7 | ... | ... | 2 | 2 | 139 | 8 | ... | 52 | ... | 44 | ... | 23 | 23 | 54 | ... | ... |
| 3-Year Schools. | 29 | 40 | 35 | 11 | ... | 36 | 71 | 24 | ... | 4 | 8 | 28 | 16 | 28 | 22 | 54 | 11 | 9 | 4 | 9 | ... | ... | 55 | 15 | 4 | 9 | 4 | 1 | 52 | ... | ... | ... | ... | ... |
| 4-Year Irregular | 139 | 195 | 104 | 49 | 11 | 64 | 260 | 70 | 15 | 32 | 38 | 109 | 24 | 125 | 33 | 144 | 89 | 50 | 35 | 10 | 5 | 9 | 73 | 68 | 5 | 58 | 17 | 41 | 26 | ... | ... | ... | 14 | ... |
| Senior | 619 | 1636 | 964 | 496 | 357 | 322 | 1726 | 545 | 166 | 182 | 302 | 811 | 548 | 460 | 261 | 1108 | 543 | 258 | 181 | 147 | 230 | 82 | 490 | 355 | 188 | 320 | 128 | 282 | 75 | 112 | 137 | 378 | 91 | ... |
| Total | 1931 | 2040 | 1210 | 556 | 387 | 522 | 2337 | 665 | 181 | 220 | 361 | 1199 | 609 | 695 | 345 | 1487 | 715 | 317 | 220 | 166 | 237 | 91 | 757 | 436 | 197 | 439 | 149 | 368 | 153 | 135 | 160 | 432 | 105 | ... |

LENGTH OF TERM, ETC.

| SENIOR HIGH SCHOOLS 1912-1913. | | | | | | |
|---|------------------------------|------------------------------|------------------|--|---------------------------|----------------------------------|
| | No. weeks in school year. | No. hours taught per day. | Time of session. | No. weekly recita- tions by pupils. | Length of recitations. | Hours of laboratory per week. |
| Arcadia | 32 | ..... | 8.00-3.00 | 25 | 45 | 0 |
| Bartow | 32 | ..... | ..... | ..... | 40 | 0 |
| Bradentown | 32 | ..... | 8.30-3.15 | 25 | 45 | 0 |
| Dade City | 32 | ..... | 8.00-3.00 | 20 | 45 | 0 |
| Daytona | 32 | ..... | 8.15-3.20 | 20 | 40 | 1 |
| DeFuniak Springs | 32 | ..... | 8.30-2.45 | 25 | 45 | 3 |
| Ft. Meade | 32 | ..... | 8.30-4.00 | 25 | 40 | 0 |
| Ft. Myers | 32 | ..... | 8.30-3.30 | 20 | 45 | 2 |
| Gainesville | 32 | ..... | ..... | 20 | 45 | ..... |
| Jacksonville | 36 | ..... | 8.20-1.45 | 20 | 46 | 4 |
| Key West | 32 | ..... | 9.00-2.30 | 25 | 45 | 2 |
| Kissimmee | 32 | ..... | 8.30-3.00 | 25 | 45 | 2 |
| Lake City | 32 | ..... | 8.00-3.00 | 25 | 45 | 0 |
| Lakeland | 32 | ..... | 8.30-2.45 | 30 | 45 | 2 |
| Leesburg | 32 | ..... | 8.30-3.00 | 25 | 45 | 0 |
| Live Oak | 32 | ..... | 8.30-3.00 | 25 | 50 | 3 |
| Madison | 32 | ..... | ..... | 25 | 45 | ..... |
| Miami | 32 | ..... | 8.00-2.10 | 20 | 50 | 3 |
| Ocala | 32 | ..... | 8.30-2.45 | 25 | 45 | 2 |
| Orlando | 32 | ..... | 8.15-1.30 | 16 | 45 | 2 |
| Palatka | 32 | ..... | 8.00-1.40 | 25 | 40 | 0 |
| Pensacola | 32 | ..... | 9.00-3.00 | 20 | 45 | 1 |
| Plant City | 32 | ..... | 8.30-2.30 | 30 | 45 | 0 |
| Punta Gorda | 32 | ..... | 8.30-3.00 | 25 | 45 | 1 |
| Quincy | 36 | ..... | 8.30-2.00 | 25 | 40 | 3 |
| St. Augustine | 32 | ..... | 8.00-1.45 | 20 | 45 | 2 |
| St. Petersburg | 32 | ..... | 8.20-2.05 | 25 | 45 | 2 |
| Sanford | 32 | ..... | 8.25-1.45 | 22 | 40 | 2 |
| Tallahassee | 32 | ..... | 8.30-1.15 | 20 | 45 | 3 |
| Tampa | 32 | ..... | 8.30-2.00 | 20 | 45 | 3 |
| Wauchula | 32 | ..... | 8.30-3.00 | 25 | 45 | 2 |
| W. Palm Beach | 36 | ..... | 8.10-2.50 | 19 | 50 | 3½ |
| Average ..... | ..... | ..... | ..... | 24 | 44 | 1½ |
| 4-YEAR IRREGULAR HIGH SCHOOLS 1912-1913. | | | | | | |
| Brooksville | 32 | ..... | 8.30-3.00 | 30 | 30 | 0 |
| Cocoa | 32 | ..... | 8.30-3.00 | 25 | 30 | 1 |
| Clearwater | 32 | ..... | 8.30-2.50 | 20 | 45 | 2 |
| Crescent City | 32 | ..... | 8.30-3.25 | 20 | 30 | 2 |
| Ft. Pierce | 32 | ..... | ..... | 25 | 30 | ..... |
| Inverness | 28 | ..... | ..... | 25 | 30 | ..... |
| Jasper | 32 | ..... | 8.30-3.00 | 30 | 45 | 0 |
| Lake Butler | 32 | ..... | 8.00-3.00 | 25 | 30 | 0 |
| Marianna | 32 | ..... | 7.45-3.30 | 20 | 40 | 0 |
| Monticello | 32 | ..... | 8.30-2.30 | 25 | ..... | ..... |
| Mulberry | 32 | ..... | 8.30-3.00 | 20 | 45 | 0 |
| New Smyrna | 32 | ..... | 8.15-3.00 | 25 | ..... | ..... |
| St. Cloud | 32 | ..... | 8.45-3.45 | 35 | 20 | 0 |
| Seabreeze | 32 | ..... | 8.15-3.00 | 20 | 40 | 1 |
| Starke | 32 | ..... | 8.30-3.00 | 25 | ..... | ..... |
| Titusville | 32 | ..... | 8.00-3.00 | 30 | 30 | 0 |
| Waldo | 32 | ..... | 8.15-3.30 | 25 | 30 | 0 |
| Webster | 32 | ..... | 8.00-3.30 | 25 | 45 | 0 |
| Average ..... | ..... | ..... | ..... | 25 | 35 | ..... |

LENGTH OF TERM, ETC.

| 3-YEAR HIGH SCHOOLS 1912-1913. | | | | | | |
|--------------------------------------|------------------------------|------------------------------|------------------|--|---------------------------|----------------------------------|
| | No. weeks in school year. | No. hours taught per day. | Time of session. | No. weekly recita- tions by pupils. | Length of recitations. | Hours of laboratory per week. |
| Alachua | 32 | ..... | 8.00-3.00 | 25 | 40 | 0 |
| Apalachicola | 32 | ..... | 8.30-3.30 | 25 | 45 | 0 |
| Chipley | 32 | ..... | ..... | 25 | 30 | ..... |
| Eustis | 32 | ..... | 8.30-3.45 | 20 | 40 | 0 |
| Fernandina | 32 | ..... | 8.30-2.30 | 25 | 30 | 0 |
| Graceville | 32 | ..... | 8.15-2.45 | 25 | 30 | 0 |
| Palmetto | 32 | ..... | ..... | 25 | 30 | ..... |
| Zephyrhills | 32 | ..... | 8.00-3.30 | 25 | 45 | 1 |
| Average ..... | ..... | ..... | ..... | 24 | 38 | ..... |

| 2-YEAR HIGH SCHOOLS 1912-1913. | | | | | | |
|--------------------------------------|------------------------------|------------------------------|------------------|--|---------------------------|----------------------------------|
| | No. weeks in school year. | No. hours taught per day. | Time of session. | No. weekly recita- tions by pupils. | Length of recitations. | Hours of laboratory per week. |
| Apopka | 32 | ..... | 8.15-1.30 | 30 | 30 | 0 |
| Archer | 32 | ..... | 8.00-3.20 | 28 | 30 | 1 |
| Aucilla | 32 | ..... | 8.30-3.30 | 24 | 40 | 0 |
| Bethel | 32 | ..... | 8.30-3.30 | 20 | 30 | 0 |
| Carrabelle | 32 | ..... | 8.15-3.15 | 25 | 25 | 0 |
| Chipley | 32 | ..... | 8.30-3.20 | 24 | 40 | 0 |
| Dunnellon | 32 | ..... | 8.30-3.45 | 25 | 30 | 0 |
| DeLand | 32 | ..... | ..... | ..... | ..... | ..... |
| Eau Gallie | 32 | ..... | ..... | 25 | 30 | ..... |
| Floral City | 28 | ..... | ..... | 25 | 30 | ..... |
| Ft. Lauderdale | 32 | ..... | 8.00-2.45 | 20 | 40 | 0 |
| Green Cove Springs | 32 | ..... | 9.30-3.00 | 25 | 45 | 0 |
| Greenwood | 32 | ..... | 8.15-3.30 | 25 | 30 | 0 |
| Hastings | 32 | ..... | 8.30-3.00 | 25 | 30 | 0 |
| High Springs | 32 | ..... | 8.30-3.00 | 20 | 30 | 0 |
| Manatee | 32 | ..... | 8.30-3.45 | 25 | 30 | 0 |
| Mayo | 32 | ..... | 8.30-4.00 | 25 | 30 | 0 |
| Micanopy | 32 | ..... | 8.00-3.30 | 25 | 20 | 0 |
| Muscogee | 32 | ..... | 8.45-3.15 | 32 | 30 | 0 |
| Newberry | 32 | ..... | 8.00-3.00 | 25 | 30 | 0 |
| Perry | 32 | ..... | 8.30-3.45 | 20 | 30 | 0 |
| Sarasota | 32 | ..... | 8.30-3.30 | 25 | 40 | 1½ |
| Tarpon Springs | 32 | ..... | 8.30-3.00 | 20 | 60 | 0 |
| Trenton | 32 | ..... | ..... | 25 | 30 | ..... |
| Williston | 32 | ..... | ..... | 25 | 30 | ..... |
| Winter Haven | 32 | ..... | 8.45-3.15 | 30 | 30 | 0 |
| Average | 32 | ..... | ..... | 24 | 33 | ..... |

SALARIES OF TEACHERS.

| <i>Senior High Schools 1912-1913.</i> | Salary of the Principal. | Salary of the First Assistant. | Average Salary of 2d. 3d. etc. Assistant. | Average Salary of all the Assistants. | Total of the Salary for the Whole Faculty. | No. Assistants. |
|---|-----------------------------|-----------------------------------|---|---|--|-----------------|
| Arcadia | 1,500 | 800 | 600 | 700 | 2,900 | 2 |
| Bartow | 1,500 | ..... | ..... | ..... | ..... | 3 |
| Bradentown | 1,500 | 1,000 | 660 | 830 | 4,480 | 4 |
| Dade City | 1,000 | 800 | 600 | 700 | 3,000 | 3 |
| Daytona | 1,200 | 720 | 660 | 613 | 3,040 | 3 |
| De Funiak Springs | 1,140 | 800 | 532 | 544 | 2,774 | 3 |
| Ft. Meade | 1,200 | 600 | 600 | 600 | 2,400 | 2 |
| Ft. Myers | 1,200 | 680 | 680 | 680 | 2,560 | 2 |
| Gainesville | 1,400 | 640 | 600 | 608 | 4,440 | 5 |
| Jacksonville | 2,700 | 1,800 | 900 | 912 | 19,157 | 16 |
| Key West | 1,280 | 680 | 540 | 560 | 3,520 | 4 |
| Kissimmee | 1,400 | 640 | 520 | 580 | 3,080 | 3 |
| Lake City | 1,400 | 600 | 560 | 580 | 2,560 | 2 |
| Lakeland | 1,600 | 680 | 680 | 680 | 3,640 | 3 |
| Leesburg | 1,000 | 560 | 520 | 540 | 2,800 | 2 |
| Live Oak | 1,200 | 800 | 520 | 710 | 3,240 | 3 |
| Madison | 1,500 | ..... | ..... | ..... | ..... | 3 |
| Miami | 1,800 | 800 | 700 | 710 | 6,760 | 7 |
| Ocala | 1,800 | 800 | 720 | 760 | 4,040 | 3 |
| Orlando | 1,800 | 640 | 560 | 600 | 4,200 | 4 |
| Palatka | 1,400 | 720 | 600 | 660 | 2,720 | 2 |
| Pensacola | 1,800 | 1,200 | 800 | 760 | 6,400 | 6 |
| Plant City | 1,400 | 800 | 800 | 800 | 3,800 | 3 |
| Punta Gorda | 1,200 | 800 | 540 | 670 | 3,080 | 3 |
| Quincy | 1,800 | 720 | 680 | 700 | 3,880 | 3 |
| St. Augustine | 1,200 | 800 | 640 | 720 | 3,020 | 4 |
| St. Petersburg | 2,000 | 760 | 700 | 730 | 7,680 | 8 |
| Sanford | 1,800 | 800 | 570 | 610 | 5,040 | 5 |
| Tallahassee | 1,500 | 600 | 600 | 600 | 3,300 | 3 |
| Tampa | 2,100 | 1,600 | 795 | 856 | 13,240 | 13 |
| Wauchula | 1,200 | 720 | 440 | 580 | 2,360 | 2 |
| West Palm Beach | 2,250 | 1,125 | 850 | 960 | 5,085 | 3 |
| Average | 1,530 | 821 | 640 | 687 | 4,605 | 4 |
| Total | 48,770 | 23,815 | 18,567 | 19,945 | 133,556 | 122 |
| <i>4-Year Irregular High Schools 1912-1913.</i> | | | | | | |
| Brooksville | 1,000 | 560 | 480 | 520 | 1,520 | 2 |
| Cocoa | 880 | 560 | 520 | 520 | 1,920 | 2 |
| Clearwater | 1,200 | 600 | ..... | 600 | 1,800 | 1 |
| Crescent City | 880 | 720 | 480 | 600 | 2,080 | 2 |
| Ft. Pierce | 1,000 | ..... | ..... | ..... | ..... | 1 |
| Jasper | 1,200 | 520 | ..... | 520 | 1,720 | 1 |
| Inverness | 900 | ..... | ..... | ..... | ..... | 1 |

SALARIES OF TEACHERS.

| <i>4-Yr. Irregular High Schools 1912-1913 (Continued)</i> | Salary of the Principal. | Salary of the First Assistant. | Average Salary of 2d, 3d, etc. Assistant. | Average Salary of all the Assistants. | Total of the Salary for the Whole Faculty. | No. Assistants. |
|---|-----------------------------|-----------------------------------|---|---|--|-----------------|
| Lake Butler | 1,000 | 600 | ..... | 600 | 1,600 | 1 |
| Marianna | 1,200 | 600 | ..... | 600 | 1,800 | 1 |
| Monticello | 1,000 | ..... | ..... | ..... | ..... | ..... |
| Mulberry | 1,280 | 680 | 520 | 600 | 2,400 | 2 |
| New Smyrna | 1,000 | ..... | ..... | ..... | ..... | ..... |
| St. Cloud | 640 | 400 | ..... | 400 | 1,040 | 1 |
| Seabreeze | 1,000 | 640 | 520 | 580 | 2,160 | 2 |
| Starke | 1,120 | 600 | ..... | 600 | 1,600 | 1 |
| Titusville | 880 | 560 | ..... | 560 | 1,440 | 1 |
| Waldo | 800 | 440 | ..... | 440 | 1,240 | 1 |
| Webster | 1,000 | 520 | 400 | 460 | 1,920 | 2 |
| Average | 1,005 | 571 | 487 | 543 | 1,731 | .... |
| Total | 17,980 | 8,000 | 2,920 | 7,600 | 24,240 | 20 |
| <i>3-Year High Schools 1912-1913.</i> | | | | | | |
| Alachua | 1,000 | 560 | ..... | 560 | 1,560 | 1 |
| Apalachicola | 1,000 | 620 | 400 | 460 | 1,960 | 2 |
| Chipley | 1,000 | ..... | ..... | ..... | ..... | 1 |
| Eustis | 800 | 480 | ..... | 480 | 1,280 | 1 |
| Fernandiba | 1,200 | 480 | ..... | 480 | 1,680 | 1 |
| Graceville | 1,000 | 600 | ..... | 600 | 1,600 | 1 |
| Palmetto | 1,000 | ..... | ..... | ..... | ..... | 1 |
| Zephyrhills | 720 | 560 | ..... | 560 | 1,280 | 1 |
| Average | 953 | 533 | 400 | 523 | 1,560 | .... |
| Total | 7,720 | 3,200 | 400 | 3,140 | 9,360 | 7 |
| <i>2-Year High Schools 1912-1913.</i> | | | | | | |
| Apopka | 800 | 480 | ..... | 480 | 1,280 | 1 |
| Archer | 800 | ..... | ..... | ..... | 880 | ..... |
| Aucilla | 800 | 400 | ..... | 400 | 1,200 | 1 |
| Bethel | 720 | 400 | ..... | 400 | 1,120 | 1 |
| Carabelle | 900 | ..... | ..... | ..... | 900 | ..... |
| Chipley | 800 | 400 | ..... | 400 | 1,200 | 1 |
| Dunnellon | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Eau Gallie | 800 | ..... | ..... | ..... | ..... | ..... |
| Floral City | 800 | ..... | ..... | ..... | ..... | ..... |
| De Land ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Ft. Lauderdale | 1,000 | 480 | ..... | 480 | 1,480 | 1 |
| Greencove Springs | 800 | 480 | ..... | 480 | 1,280 | 1 |
| Greenwood | 800 | ..... | ..... | ..... | 800 | ..... |
| Hastings | 1,000 | ..... | ..... | ..... | 1,000 | ..... |

SALARIES OF TEACHERS.

| <i>2-Year High Schools 1912-1913 (Continued)</i> | Salary of the Principal. | Salary of the First Assistant. | Average Salary of 2d. 3d. etc. Assistant. | Average Salary of all the Assistants. | Total of the Salary for the Whole Faculty. | No. Assistants. |
|--|-----------------------------|-----------------------------------|---|---|--|-----------------|
| High Springs | 800 | ..... | ..... | ..... | 800 | ..... |
| Manatee | 1,000 | 600 | ..... | 600 | 1,600 | 1 |
| Mayo | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Micanopy | 640 | ..... | ..... | ..... | 640 | ..... |
| Muscogee | 680 | ..... | ..... | ..... | 680 | ..... |
| Newberry ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Perry | 1,000 | 680 | ..... | 680 | 1,680 | 1 |
| Sarasota | 1,200 | 600 | ..... | 600 | 1,800 | 1 |
| Tarpon Springs | 920 | 600 | ..... | 600 | 1,520 | 1 |
| Trenton | 800 | ..... | ..... | ..... | ..... | ..... |
| Winterhaven | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Williston | 800 | ..... | ..... | ..... | ..... | ..... |
| Average | 887 | 512 | ..... | 512 | 1,143 | 1 |
| Total | 20,940 | 5,120 | ..... | 5,120 | 22,860 | 10 |

(Summary)
1912-1913.

| | | | | | | |
|------------------------|--------|--------|--------|--------|---------|-------|
| 2-Year Schools | 20,940 | 5,120 | ..... | 5,120 | 22,860 | 10 |
| 3-Year Schools | 7,720 | 3,200 | 400 | 3,140 | 9,360 | 7 |
| 4-Year Irregular | 17,980 | 8,000 | 2,920 | 7,600 | 24,240 | 20 |
| Senior | 48,710 | 23,815 | 18,567 | 19,945 | 133,556 | 122 |
| Average ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 96,410 | 40,135 | 21,887 | 35,805 | 195,016 | 159 |

VOLUMES IN LIBRARIES.

| SENIOR HIGH SCHOOLS 1912-1913. | History. | Science. | Gen. Lit. | Biography. | Reference. | Other Books. | Grand Total. | Value of Library. | Library in Community. |
|--------------------------------------|----------|----------|-----------|------------|------------|--------------|--------------|----------------------|--------------------------|
| Arcadia | 56 | 22 | 273 | 46 | 71 | 150 | 614 | \$ 750 | No |
| Bartow | | | | | | | | 200 | Yes |
| Bradentown | 110 | 25 | 250 | | 164 | 100 | 649 | 500 | Yes |
| Dade City | 30 | 25 | 75 | 25 | 50 | 50 | 275 | 200 | Yes |
| Daytona | 29 | 20 | 211 | 20 | 46 | 75 | 402 | 400 | Yes |
| DeFuniak Springs | 26 | 12 | 110 | 10 | 60 | 134 | 352 | 250 | Yes |
| Ft. Meade | | | | | | | | | No |
| Ft. Myers | 45 | 10 | 177 | 6 | 6 | 6 | 250 | 200 | Yes |
| Gainesville | | | | | | | 400 | | Yes |
| Jacksonville | 183 | 50 | 220 | 55 | 90 | 55 | 646 | 500 | Yes |
| Key West | 86 | 74 | 438 | 44 | 63 | 1,000 | 1,705 | 300 | Yes |
| Kissimmee | 85 | 9 | 301 | 10 | 15 | | 420 | 150 | Yes |
| Lake City | | | | | | | | 400 | No |
| Lakeland | 5 | 0 | 0 | 20 | 50 | 75 | 150 | 300 | Yes |
| Leesburg | | | | | | | | 300 | Yes |
| Live Oak | 65 | 10 | 150 | 10 | 55 | | 290 | 500 | Yes |
| Madison | | | | | | | 1,275 | | |
| Miami | 60 | 20 | 200 | 10 | 20 | | 310 | 500 | Yes |
| Ocala | 75 | 50 | 300 | 50 | 90 | 75 | 640 | 1,000 | Yes |
| Orlando | 96 | | 107 | | 200 | 50 | 453 | 300 | Yes |
| Palatka | | | | | | | | | Yes |
| Pensacola | 64 | 32 | 246 | | 40 | | 382 | 200 | Yes |
| Plant City | 40 | 0 | 150 | 25 | 50 | 50 | 315 | 250 | No |
| Punta Gorda | 60 | 65 | 332 | 25 | 73 | 188 | 743 | 800 | Yes |
| Quincy | 30 | 55 | 270 | 93 | 125 | | 573 | 500 | No |
| St. Augustine | 50 | 25 | 50 | 25 | 40 | 300 | 500 | 250 | Yes |
| St. Petersburg | 250 | 110 | 715 | 300 | 128 | | 1,500 | 1,500 | Yes |
| Sanford | 74 | 82 | 194 | 52 | 94 | | 503 | 600 | Yes |
| Tallahassee | 100 | 100 | 200 | 50 | 130 | 100 | 680 | 1,000 | Yes |
| Tampa | 100 | 80 | 370 | 150 | 300 | | 1,000 | 1,000 | Yes |
| Wauchula | 10 | 10 | 175 | 15 | 25 | | 225 | 200 | No |
| W. Palm Beach | 100 | 40 | 90 | 100 | 15 | 100 | 445 | 300 | Yes |
| Average | 73 | 39 | 224 | 52 | 80 | 100 | 524 | 469 | |
| Total | 1,829 | 933 | 5,604 | 1,141 | 1,997 | 1,608 | 14,787 | 13,150 | |

4-YEAR
IRREGULAR
HIGH SCHOOLS
1912-1913.

| | | | | | | | | | |
|---------------------|-----|----|-----|----|-----|-----|-------|---------|-----|
| Brooksville | | | | | | | | \$ 200 | Yes |
| Cocoa | | | | | | | | 200 | Yes |
| Clearwater | | | | | | | | 200 | Yes |
| Crescent City | 24 | 4 | 20 | 18 | 40 | | 100 | 50 | No |
| Ft. Pierce | | | | | | | | | Yes |
| Inverness | | | | | | | | | |
| Jasper | 25 | 0 | | | 14 | | 39 | 60 | Yes |
| Lake Butler | 30 | 4 | 125 | 41 | 70 | 80 | 350 | 250 | No |
| Marianna | 0 | 0 | 13 | 0 | 4 | | 17 | 30 | No |
| Monticello | | | | | 10 | | | | No |
| Mulberry | | | | | | | | | No |
| New Smyrna | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | No |
| St. Cloud | | | | | | | 7 | 4 | Yes |
| Seabreeze | 90 | 16 | 83 | 5 | 14 | 14 | 222 | 400 | Yes |
| Starke | | | | | | | 100 | 200 | Yes |
| Titusville | 50 | 0 | 200 | | 20 | 50 | 320 | 200 | No |
| Waldo | 27 | 3 | 53 | 6 | 35 | 126 | 250 | 400 | No |
| Webster | 10 | 5 | 100 | 20 | 50 | 150 | 335 | 175 | No |
| Average | | | | | | | 138 | \$ 179 | |
| Total | 256 | 32 | 601 | 90 | 257 | 420 | 1,656 | \$1,969 | |

VOLUMES IN LIBRARIES.

| 3-YEAR HIGH SCHOOLS 1912-1913. | History. | Science. | Gen. Lit. | Biography. | Reference. | Other Books. | Grand Total. | Value of Library. | Library in Community. |
|--------------------------------------|----------|----------|-----------|------------|------------|--------------|--------------|----------------------|--------------------------|
| Alachua | 13 | 0 | 11 | 0 | 11 | 7 | 40 | 20 | Yes |
| Apalachicola | 10 | 0 | 100 | 4 | 17 | 4 | 135 | 65 | No |
| Chipley | | | | | | | | 100 | Yes |
| Eustis | | | | | | | | | Yes |
| Fernandina | | | | | | | | | No |
| Graceville | | | | | | | | | |
| Palmetto | | | | 4 | 2 | | 6 | 25 | Yes |
| Zephyrhills | | | | | | | | | |
| Average | | | | | | | 60 | 52 | |
| Total | 23 | | 111 | 8 | 30 | 11 | 181 | 210 | |

2-YEAR
HIGH SCHOOLS
1912-1913.

| | | | | | | | | | |
|--------------------------|-----|----|-----|----|-----|-----|-------|-------|-----|
| Apopka | | | | | 5 | | | \$ | Yes |
| Archer | 24 | 7 | 120 | 18 | 28 | 8 | 205 | 100 | No |
| Aucilla | 10 | 0 | 40 | 30 | | | 80 | 50 | No |
| Bethel | 10 | | | | 12 | | | 100 | No |
| Carrabelle | | | | | | | | 140 | No |
| Chipley | | | | | | | | | No |
| DeLand | | | | | | | | | |
| Dunnellon | 5 | 4 | 40 | 10 | 16 | 125 | 200 | 100 | Yes |
| Eau Gallie | | | | | | | | | |
| Floral City | | | | | | | | | |
| Ft. Lauderdale | | | | | | | | | No |
| Green Cove Springs | | | | | | | | | No |
| Greenwood | | | | | | | | | |
| Hastings | | | | | | | | | Yes |
| High Springs | | | 100 | | 20 | | 120 | 50 | No |
| Manatee | | | | | 20 | | 20 | 20 | No |
| Mayo | 70 | | 100 | 4 | 20 | 10 | 204 | 200 | No |
| Micanopy | 8 | | 30 | 8 | 22 | 20 | 85 | 90 | No |
| Muscogee | 10 | 10 | 25 | 5 | 50 | 100 | 200 | 300 | No |
| Newberry | | | | | 8 | 3 | 11 | 35 | No |
| Perry | 9 | 2 | 29 | 4 | 9 | 118 | 191 | 100 | No |
| Sarasota | 30 | | 10 | | | 50 | 90 | 100 | Yes |
| Tarpon Springs | | | | | 30 | | 30 | 125 | Yes |
| Trenton | | | | | | | | | |
| Williston | | | | | | | | | |
| Winter Haven | | | | | | 200 | 200 | 100 | Yes |
| Average | | | | | | | 126 | 107 | |
| Total | 176 | 23 | 494 | 79 | 240 | 634 | 1,646 | 1,610 | |

SUMMARY
1912-1913.

| | | | | | | | | | |
|------------------------|-------|-----|-------|-------|-------|-------|--------|--------|--|
| 2-Year Schools | 176 | 23 | 494 | 79 | 240 | 634 | 1,646 | 1,610 | |
| 3-Year Schools | 23 | 0 | 111 | 8 | 30 | 11 | 131 | 210 | |
| 4-Year Irregular | 256 | 32 | 601 | 90 | 257 | 420 | 1,656 | 1,969 | |
| Senior | 1,829 | 953 | 5,604 | 1,141 | 1,947 | 1,608 | 14,787 | 13,150 | |
| Average | | | | | | | | | |
| Total | 2,284 | 988 | 6,810 | 1,318 | 2,524 | 2,673 | 18,270 | 16,939 | |

VALUE OF LABORATORIES.

| SENIOR HIGH SCHOOLS 1912-1913 | Special Rooms. | Physics. | Chemistry | Botany | Biology | Phys. Geog. | Domestic Science. | Manual Training. | Commercial Course. | Agriculture. | Value of Laboratories. |
|--|-------------------|----------|-----------|--------|---------|-------------|----------------------|---------------------|-----------------------|--------------|---------------------------|
| Arcadia | No | \$200 | \$ 50 | \$ 20 | ... | ... | ... | ... | ... | ... | \$ 270 |
| Bartow | Yes | 350 | 400 | 75 | ... | 100 | ... | ... | 400 | ... | 1,350 |
| Bradentown ... | Yes | 200 | 400 | 75 | ... | ... | ... | ... | ... | 25 | 425 |
| Dade City | Yes | 345 | 125 | ... | 50 | ... | ... | ... | ... | ... | 520 |
| Daytona | Yes | ... | ... | ... | ... | ... | ... | ... | ... | ... | 350 |
| DeFuniak Spgs. ... | Yes | 150 | 35 | 35 | 150 | ... | ... | ... | ... | 35 | 405 |
| Ft. Meade | Yes | 275 | ... | 50 | 25 | ... | ... | ... | ... | ... | 350 |
| Ft. Myers | Yes | 300 | ... | ... | ... | ... | ... | ... | ... | ... | 400 |
| Gainesville | Yes | 650 | 600 | 100 | ... | 150 | 1000 | ... | ... | ... | 2,500 |
| Jacksonville ... | Yes | 100 | 50 | ... | ... | 10 | ... | ... | ... | ... | 160 |
| Key West | Yes | 300 | 150 | 10 | 60 | ... | ... | ... | ... | ... | 520 |
| Kissimmee | Yes | 300 | 150 | 75 | 75 | 100 | ... | ... | ... | ... | 700 |
| Lake City | Yes | 400 | 200 | 125 | 25 | 20 | ... | 25 | ... | ... | 795 |
| Lakeland | Yes | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Leesburg | Yes | 275 | 50 | ... | ... | ... | ... | ... | ... | ... | 325 |
| Live Oak | Yes | 150 | ... | ... | ... | 50 | ... | ... | ... | ... | 200 |
| Madison | Yes | 200 | 500 | 100 | 100 | 50 | 100 | ... | 2000 | ... | 2,950 |
| Miami | Yes | 300 | 50 | 50 | 50 | 50 | ... | ... | ... | ... | 500 |
| Ocala | Yes | 350 | ... | ... | 150 | ... | ... | ... | ... | ... | 500 |
| Orlando | Yes | 500 | ... | 20 | ... | 50 | ... | ... | ... | ... | 570 |
| Palatka | Yes | 250 | 150 | ... | 40 | 10 | 12 | ... | 400 | ... | 862 |
| Pensacola | No | 50 | 200 | ... | 25 | ... | ... | ... | ... | ... | 275 |
| Plant City | Yes | 400 | ... | 50 | 50 | 50 | ... | ... | ... | ... | 550 |
| Punta Gorda ... | Yes | 400 | ... | 50 | 50 | 50 | ... | ... | ... | ... | 550 |
| Quincy | Yes | 100 | 250 | 50 | ... | 50 | ... | ... | 500 | ... | 950 |
| St. Augustine.. | Yes | 300 | 325 | 200 | 150 | 75 | 600 | 5000 | 50 | 75 | 6,375 |
| St. Petersburg. | Yes | 500 | 250 | 50 | 100 | 50 | ... | ... | ... | ... | 950 |
| Sanford | Yes | 300 | 300 | ... | 300 | 100 | 500 | ... | ... | ... | 1,500 |
| Tallahassee ... | Yes | 800 | 400 | 200 | ... | ... | 300 | 1800 | ... | ... | 3,500 |
| Tampa | Yes | 300 | ... | ... | 10 | 10 | ... | ... | ... | ... | 320 |
| Wauchula | Yes | 700 | 800 | ... | 400 | ... | 1800 | ... | ... | ... | 3,700 |
| W. Palm Beach | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,171 |
| Average | ... | 9445 | 5135 | 1310 | 1810 | 925 | 4312 | 6825 | 3350 | 135 | \$33,397 |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

VALUE OF HIGH SCHOOL PROPERTY.

| <i>Senior High Schools. 1912-1913</i> | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of the Library. | Number of Volumes in Library. |
|---|---|---------------------------------------|--------------------------|-------------------------------------|
| Arcadia | \$ 20,000 | \$ 270 | \$ 750 | 614 |
| Bartow | 35,000 | ..... | 200 | ..... |
| Bradentown | 35,000 | 1,350 | 500 | 644 |
| Dade City | 26,000 | 425 | 200 | 275 |
| Daytona | 51,000 | 520 | 400 | 402 |
| De Funiak Springs..... | 25,000 | 350 | 250 | 352 |
| Ft. Meade | 25,000 | 405 | ..... | ..... |
| Ft. Myers | 60,000 | 350 | 200 | 250 |
| Gainesville | 75,000 | 400 | 400 | 400 |
| Jacksonville | 150,000 | 2,500 | 500 | 640 |
| Key West | 50,000 | 160 | 300 | 1,705 |
| Kissimmee | 35,000 | 520 | 150 | 420 |
| Lake City | 40,000 | 700 | 400 | ..... |
| Lakeland | 20,000 | 795 | 300 | 150 |
| Leesburg | 12,000 | ..... | 300 | ..... |
| Live Oak | 12,000 | 325 | 300 | 290 |
| Madison | 55,000 | 150 | 1,200 | 1,275 |
| Miami | 100,000 | 2,850 | 500 | 310 |
| Ocala | 12,000 | 500 | 1,000 | 640 |
| Orlando | 30,000 | 500 | 300 | 453 |
| Palatka | 10,000 | 570 | ..... | ..... |
| Pensacola | 31,000 | 862 | 200 | 380 |
| Plant City | 35,000 | 275 | 250 | 315 |
| Punta Gorda | 17,500 | 555 | 800 | 743 |
| Quincy | 25,600 | 550 | 500 | 575 |
| St. Augustine | 100,000 | 950 | 250 | 550 |
| St. Petersburg | 50,000 | 6,375 | 1,500 | 1,500 |
| Sanford | 35,000 | 950 | 600 | 503 |
| Tallahassee | 40,000 | 1,500 | 1,000 | 680 |
| Tampa | 80,000 | 3,500 | 1,000 | 1,000 |
| Wauchula | 20,000 | 320 | 200 | 225 |
| West Palm Beach | 70,000 | 3,700 | 300 | 445 |
| Average | 38,800 | 1,168 | 453 | 533 |
| Total | \$ 1,241,500 | \$ 32,722 | \$ 13,150 | 13,863 |
| <i>4-Yr. Irregular High Schools. 17912-1913</i> | | | | |
| Brooksville | \$ 12,000 | \$..... | \$ 200 | ..... |
| Cocoa | 9,000 | 50 | ..... | 200 |
| Clearwater | 20,000 | 125 | ..... | 200 |
| Crescent City | 6,000 | ..... | 50 | 100 |
| Ft. Pierce | 6,000 | ..... | ..... | ..... |
| Lake Butler | 12,000 | ..... | 250 | 350 |
| Inverness | 16,000 | ..... | ..... | ..... |
| Marianna | 25,000 | ..... | 30 | 17 |

VALUE OF HIGH SCHOOL PROPERTY.

| <i>4-Yr. Irregular High Schools 1912-1913 (Continued)</i> | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of the Library. | Number of Volumes in Library. |
|---|---|---------------------------------------|--------------------------|-------------------------------------|
| Monticello | 15,000 | ..... | ..... | 10 |
| Mulberry | 30,000 | ..... | ..... | ..... |
| New Smyrna | 10,000 | 100 | ..... | ..... |
| St. Cloud | 15,000 | 100 | 4 | ..... |
| Seabreeze | 7,500 | 220 | 300 | 199 |
| Starke | 4,000 | 150 | 100 | 200 |
| Titusville | 5,000 | ..... | 200 | 320 |
| Waldo | 5,600 | 75 | 400 | 250 |
| Webster | 18,000 | ..... | 335 | 175 |
| Average | 13,071 | 117 | 175 | 171 |
| Total | \$ 237,100 | \$ 820 | \$ 1,929 | 2060 |

*3-Year
High Schools.
1912-1913*

| | | | | |
|--------------------|-----------|----------|--------|-------|
| Alachua | \$ 11,000 | \$ | \$ 20 | 40 |
| Apalachicola | 6,000 | ..... | 65 | 135 |
| Chipley | 16,000 | ..... | ..... | ..... |
| Eustis | 4,000 | 20 | 100 | ..... |
| Fernandina | 12,000 | ..... | ..... | ..... |
| Graceville | 10,000 | ..... | ..... | ..... |
| Palmetto | 2,500 | ..... | ..... | ..... |
| Zephyrhills | 5,000 | 10 | 25 | 6 |
| Average | 6,200 | 15 | 52 | 60 |
| Total | \$ 42,300 | \$ 30 | \$ 210 | 181 |

*2-Year
High Schools.
1912-1913*

| | | | | |
|--------------------------|----------|----------|----------|-------|
| Apopka | \$ 4,700 | \$ ..... | \$ ..... | ..... |
| Archer | 2,500 | ..... | 100 | 205 |
| Aucilla | 3,000 | ..... | 50 | 80 |
| Bethel | 1,600 | ..... | ..... | ..... |
| Carabelle | 2,000 | 140 | ..... | ..... |
| Chipley | 12,000 | ..... | ..... | ..... |
| Eau Gallie | 2,500 | ..... | ..... | ..... |
| Dunnellon | 5,000 | ..... | 100 | 200 |
| Floral City | 1,200 | ..... | ..... | ..... |
| Ft. Lauderdale | 10,000 | ..... | ..... | ..... |
| De Land ..... | ..... | ..... | ..... | ..... |
| Green Cove Springs | 1,500 | ..... | ..... | ..... |
| Greenwood | 5,000 | ..... | ..... | ..... |
| Hastings | 3,000 | ..... | ..... | ..... |
| High Springs | 10,000 | ..... | 850 | 120 |
| Manatee | 4,000 | ..... | 20 | 20 |
| Mayo | 10,000 | ..... | 200 | 204 |

VALUE OF HIGH SCHOOL PROPERTY.

| <i>2-Year High Schools 1912-1913 (Continued)</i> | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of the Library. | Number of Volumes in Library. |
|--|---|---------------------------------------|--------------------------|-------------------------------------|
| Micanopy | 6,000 | ..... | 90 | 88 |
| Muscogee | 5,000 | ..... | 300 | 200 |
| Newberry | 6,500 | ..... | 35 | 11 |
| Perry | 15,000 | ..... | 100 | 191 |
| Sarasota | 25,000 | ..... | 100 | 90 |
| Tarpon Springs | 16,000 | ..... | 125 | 30 |
| Williston | 2,500 | ..... | ..... | ..... |
| Trenton | 1,200 | ..... | ..... | ..... |
| Winter Haven | 5,400 | ..... | 100 | 200 |
| Average | 6,935 | 140 | 82 | 126 |
| Total | \$ 138,700 | \$ 140 | \$ 1,070 | 1639 |

(Summary)
1912-1913

| | | | | |
|------------------------|--------------|-----------|-----------|--------|
| 2-Year Schools | \$ 148,700 | \$ 140 | \$ 1,070 | 1639 |
| 3-Year Schools | 42,300 | 30 | 210 | 181 |
| 4-Year Irregular | 237,100 | 820 | 1,929 | 2060 |
| Seniors | 1,241,500 | 32,722 | 13,150 | 13,863 |
| Average ..... | ..... | ..... | ..... | ..... |
| Total | \$ 1,666,100 | \$ 33,712 | \$ 16,359 | 17,743 |

SENIOR
HIGH SCHOOLS
1913-1914.

| | 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total, Boys. | Total, Girls. | Grand Total. | Grad. Boys Last Year. | Grad. Girls Last Year. | Total Grad. Last Year. | Boys, Present Class. | Girls, Present Class. | Total Present Class. | Boys Attend Col. Last Year. | Girls, Attend Col. Last Year. | Total Attend Col. Last Year. |
|--------------------|------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------|---------------|--------------|-----------------------|------------------------|------------------------|----------------------|-----------------------|----------------------|-----------------------------|-------------------------------|------------------------------|
| Arcadia | 47 | 23 | 19 | 42 | 11 | 15 | 26 | 7 | 11 | 18 | 7 | 11 | 18 | 48 | 56 | 104 | 4 | 5 | 9 | 7 | 11 | 18 | 3 | 4 | 7 |
| Bartow (?) | 50 | 23 | 26 | 49 | 7 | 7 | 14 | 4 | 6 | 10 | 5 | 6 | 11 | 39 | 45 | 84 | 4 | 6 | 10 | 5 | 6 | 11 | 0 | 4 | 4 |
| Bradentown | 44 | 12 | 19 | 31 | 9 | 19 | 28 | 4 | 16 | 20 | 7 | 2 | 9 | 32 | 38 | 70 | 2 | 2 | 4 | 2 | 2 | 4 | 0 | 2 | 2 |
| Brooksville | 28 | 11 | 23 | 34 | 23 | 4 | 6 | 7 | 12 | 19 | 1 | 6 | 7 | 21 | 45 | 66 | 0 | 0 | 0 | 1 | 6 | 7 | 0 | 0 | 0 |
| Clearwater | 18 | 9 | 15 | 24 | 4 | 10 | 14 | 3 | 11 | 14 | 3 | 8 | 11 | 19 | 44 | 63 | 1 | 3 | 4 | 3 | 8 | 11 | 0 | 1 | 1 |
| Dade City | 27 | 11 | 16 | 27 | 9 | 9 | 18 | 5 | 4 | 9 | 0 | 5 | 5 | 26 | 34 | 60 | 0 | 6 | 6 | 0 | 5 | 5 | 0 | 0 | 0 |
| Daytona | 23 | 5 | 14 | 19 | 3 | 15 | 18 | 8 | 7 | 15 | 4 | 4 | 8 | 20 | 40 | 60 | 3 | 7 | 10 | 2 | 12 | 14 | 2 | 1 | 3 |
| DeFuniak Springs | 29 | 13 | 9 | 22 | 3 | 6 | 9 | 2 | 7 | 9 | 3 | 5 | 8 | 21 | 27 | 48 | 0 | 4 | 4 | 3 | 3 | 6 | 0 | 2 | 2 |
| Eustis | 24 | 4 | 6 | 10 | 1 | 7 | 8 | 0 | 3 | 3 | 0 | 2 | 2 | 5 | 18 | 23 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| Ft. Lauderdale.. | 10 | 6 | 4 | 10 | 2 | 6 | 8 | 4 | 0 | 4 | 0 | 1 | 1 | 12 | 11 | 23 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Ft. Meade | 26 | 14 | 25 | 39 | 8 | 15 | 23 | 4 | 8 | 12 | 5 | 3 | 8 | 31 | 53 | 84 | 1 | 0 | 1 | 5 | 3 | 8 | 1 | 0 | 0 |
| Ft. Myers | 25 | 17 | 25 | 42 | 4 | 4 | 8 | 4 | 9 | 13 | 2 | 7 | 9 | 37 | 45 | 82 | 2 | 3 | 5 | 2 | 7 | 9 | 0 | 1 | 1 |
| Gainesville | 43 | 35 | 35 | 70 | 13 | 19 | 32 | 8 | 11 | 19 | 3 | 15 | 18 | 59 | 80 | 139 | 5 | 10 | 12 | 0 | 13 | 13 | 0 | 4 | 4 |
| Jacksonville | 64 | 123 | 187 | 311 | 40 | 73 | 113 | 24 | 50 | 74 | 27 | 31 | 58 | 155 | 277 | 432 | 12 | 24 | 36 | 27 | 31 | 58 | 5 | 3 | 8 |
| Key West | 28 | 7 | 15 | 22 | 3 | 8 | 11 | 0 | 2 | 2 | 1 | 2 | 3 | 11 | 27 | 38 | 1 | 6 | 7 | 1 | 2 | 3 | 0 | 0 | 0 |
| Kissimmee | 34 | 13 | 20 | 33 | 10 | 20 | 30 | 7 | 9 | 16 | 3 | 5 | 8 | 33 | 54 | 87 | 2 | 6 | 8 | 3 | 5 | 8 | 1 | 1 | 1 |
| Lake City | 40 | 21 | 9 | 30 | 4 | 11 | 15 | 1 | 5 | 6 | 5 | 2 | 7 | 31 | 27 | 58 | 1 | 4 | 5 | 5 | 2 | 7 | 0 | 0 | 0 |
| Lakeland | 64 | 23 | 25 | 48 | 7 | 23 | 30 | 10 | 11 | 21 | 6 | 13 | 19 | 46 | 72 | 118 | 7 | 8 | 15 | 4 | 12 | 16 | 4 | 2 | 6 |
| Leesburg | 16 | 3 | 4 | 7 | 1 | 4 | 5 | 4 | 11 | 15 | 3 | 8 | 11 | 11 | 27 | 38 | 1 | 3 | 4 | 3 | 8 | 11 | 0 | 0 | 0 |
| Live Oak | 49 | 8 | 12 | 20 | 7 | 13 | 20 | 4 | 7 | 11 | 1 | 6 | 7 | 20 | 38 | 58 | 0 | 4 | 4 | 1 | 6 | 7 | 0 | 3 | 3 |
| Madison | 18 | 10 | 15 | 25 | 7 | 8 | 15 | 5 | 9 | 14 | 3 | 5 | 8 | 25 | 37 | 62 | 3 | 3 | 6 | 1 | 2 | 3 | 2 | 2 | 4 |
| Miami | 115 | 39 | 61 | 100 | 37 | 35 | 72 | 19 | 26 | 45 | 7 | 16 | 23 | 102 | 138 | 240 | 1 | 5 | 6 | 7 | 16 | 23 | 0 | 1 | 1 |
| Mulberry | 26 | 4 | 4 | 8 | 4 | 6 | 10 | 2 | 3 | 5 | 2 | 0 | 2 | 12 | 13 | 25 | 1 | 3 | 4 | 2 | 0 | 2 | 0 | 1 | 1 |
| Ocala | 46 | 12 | 18 | 30 | 6 | 12 | 18 | 7 | 7 | 14 | 3 | 9 | 12 | 28 | 46 | 74 | 6 | 3 | 9 | 3 | 9 | 12 | 3 | 2 | 5 |
| Orlando | 25 | 23 | 33 | 36 | 17 | 21 | 38 | 11 | 9 | 20 | 1 | 9 | 10 | 52 | 72 | 124 | 3 | 2 | 5 | 1 | 9 | 10 | 1 | 1 | 2 |
| Palatka | 25 | 3 | 13 | 16 | 9 | 6 | 15 | 7 | 7 | 14 | 2 | 2 | 4 | 21 | 28 | 49 | 4 | 4 | 8 | 2 | 2 | 4 | 3 | 2 | 5 |
| Palmetto | 16 | 6 | 8 | 14 | 7 | 10 | 17 | 1 | 3 | 4 | 0 | 7 | 7 | 14 | 23 | 42 | 1 | 2 | 3 | 0 | 7 | 7 | 0 | 2 | 2 |
| Pensacola | 100 | 42 | 47 | 89 | 15 | 34 | 49 | 13 | 11 | 24 | 12 | 23 | 35 | 82 | 115 | 197 | 6 | 10 | 16 | 10 | 20 | 30 | 1 | 4 | 5 |
| Plant City | 45 | 15 | 19 | 34 | 8 | 12 | 20 | 10 | 8 | 18 | 5 | 3 | 8 | 38 | 42 | 80 | 5 | 7 | 12 | 5 | 3 | 8 | 3 | 0 | 3 |
| Punta Gorda | 9 | 8 | 8 | 16 | 2 | 8 | 10 | 4 | 4 | 8 | 1 | 2 | 3 | 14 | 22 | 37 | 1 | 6 | 7 | 1 | 2 | 3 | 0 | 2 | 2 |
| Quincy | 30 | 13 | 9 | 22 | 4 | 7 | 11 | 8 | 2 | 10 | 3 | 3 | 6 | 28 | 21 | 49 | 3 | 3 | 6 | 3 | 3 | 6 | 3 | 3 | 6 |
| St. Petersburg .. | 30 | 41 | 58 | 99 | 18 | 51 | 69 | 12 | 34 | 46 | 10 | 18 | 28 | 81 | 161 | 242 | ..... | ..... | ..... | 10 | 18 | 28 | ..... | ..... | ..... |
| St. Augustine .. | 37 | 13 | 21 | 34 | 10 | 14 | 24 | 8 | 10 | 18 | 3 | 3 | 6 | 34 | 48 | 82 | 4 | 6 | 10 | 3 | 3 | 6 | 2 | 4 | 6 |
| Sanford | 38 | 19 | 32 | 51 | 11 | 23 | 34 | 8 | 13 | 21 | 5 | 13 | 18 | 43 | 81 | 124 | 4 | 6 | 10 | 5 | 11 | 16 | 2 | 1 | 3 |
| Seabreeze | 6 | 3 | 3 | 6 | 1 | 3 | 4 | 2 | 4 | 6 | 3 | 3 | 6 | 9 | 13 | 22 | 0 | 1 | 1 | 3 | 3 | 6 | ..... | ..... | ..... |
| Tallahassee | 38 | 10 | 15 | 26 | 10 | 6 | 16 | 9 | 9 | 18 | 7 | 0 | 7 | 36 | 30 | 66 | 2 | 3 | 5 | 7 | 0 | 7 | 1 | 2 | 3 |
| Tampa | 219 | 78 | 109 | 187 | 54 | 85 | 139 | 32 | 49 | 81 | 26 | 41 | 67 | 190 | 284 | 474 | 22 | 35 | 57 | 25 | 40 | 65 | 16 | 9 | 25 |
| Wauchula | 35 | 15 | 15 | 30 | 4 | 14 | 18 | 3 | 5 | 8 | 3 | 4 | 7 | 25 | 38 | 63 | 3 | 2 | 5 | 3 | 4 | 7 | 1 | 0 | 1 |
| W. Palm Beach.. | 36 | 11 | 12 | 23 | 4 | 5 | 9 | 3 | 12 | 15 | 5 | 4 | 9 | 23 | 43 | 66 | 2 | 5 | 7 | 5 | 4 | 9 | 1 | 3 | 4 |
| Average ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | 74 | 108 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 2576 | 612 | 989 | 1601 | 389 | 664 | 1053 | 280 | 437 | 717 | 195 | 316 | 511 | 1476 | 2406 | 3882 | 114 | 215 | 329 | 175 | 289 | 465 | 55 | 71 | 126 |

NUMBER OF PUPILS IN DIFFERENT GRADES.

| 4-YEAR IRREGULAR HIGH SCHOOLS 1913-1914. | No. 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total, Boys. | Total, Girls. | Grand Total. | Grad. Boys Last Year. | Grad. Girls Last Year. | Total Grad. Last Year. | Boys Present Class. | Girls Present Class. | Total Present Class. | Boys at Col. Last Year. | Girls at Col. Last Year. | Total at Col. Last Year. |
|---|----------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------|---------------|--------------|--------------------------|---------------------------|---------------------------|------------------------|-------------------------|-------------------------|----------------------------|-----------------------------|-----------------------------|
| Apalachicola | 18 | 0 | 9 | 9 | 0 | 7 | 7 | 4 | 5 | 9 | 1 | 1 | 2 | 4 | 21 | 25 | 1 | 3 | 4 | 0 | 0 | 0 | 1 | 0 | 1 |
| Cocoa | 11 | 5 | 6 | 11 | 4 | 7 | 11 | 12 | 6 | 8 | 1 | 1 | 2 | 12 | 21 | 33 | 0 | 3 | 3 | 1 | 2 | 3 | 0 | 0 | 1 |
| Crescent City | 7 | 0 | 1 | 1 | 3 | 3 | 6 | 1 | 1 | 2 | 1 | 1 | 2 | 5 | 7 | 12 | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 1 |
| Ft. Pierce | 20 | 9 | 13 | 22 | 5 | 9 | 14 | 1 | 5 | 6 | 0 | 4 | 4 | 15 | 31 | 46 | 1 | 3 | 4 | 0 | 4 | 4 | 0 | 0 | 1 |
| Jasper | 12 | 6 | 8 | 14 | 2 | 0 | 2 | 3 | 4 | 7 | 0 | 0 | 0 | 11 | 12 | 23 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| Lake Butler | 56 | 9 | 11 | 20 | 6 | 5 | 11 | 5 | 7 | 12 | 1 | 1 | 2 | 21 | 24 | 45 | 1 | 3 | 4 | 1 | 1 | 2 | 1 | 1 | 2 |
| Marianna | 15 | 4 | 3 | 7 | 4 | 7 | 11 | 4 | 2 | 6 | 3 | 3 | 6 | 15 | 14 | 29 | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 2 |
| Monticello | 16 | 9 | 7 | 16 | 2 | 6 | 8 | 7 | 2 | 9 | 3 | 4 | 6 | 20 | 19 | 39 | 2 | 2 | 4 | 4 | 4 | 6 | 1 | 1 | 2 |
| New Smyrna | 14 | 3 | 7 | 10 | 4 | 6 | 10 | 5 | 1 | 6 | 0 | 1 | 1 | 12 | 15 | 27 | 1 | 2 | 3 | 0 | 1 | 1 | 1 | 1 | 3 |
| St. Cloud | 15 | 4 | 6 | 10 | 2 | 5 | 7 | 4 | 0 | 4 | 2 | 1 | 3 | 12 | 12 | 24 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 0 |
| Starke | 15 | 5 | 8 | 13 | 5 | 2 | 7 | 2 | 0 | 2 | 1 | 2 | 3 | 13 | 12 | 25 | 2 | 3 | 5 | 2 | 2 | 4 | 1 | 0 | 1 |
| Titusville | 30 | 7 | 6 | 13 | 0 | 4 | 4 | 1 | 3 | 4 | 1 | 1 | 2 | 9 | 15 | 24 | 0 | 3 | 3 | 1 | 2 | 3 | 0 | 0 | 0 |
| Webster | 15 | 4 | 5 | 9 | 3 | 4 | 7 | 2 | 3 | 5 | 1 | 2 | 3 | 10 | 14 | 24 | 1 | 3 | 4 | 2 | 2 | 4 | 0 | 1 | 1 |
| Zephyrhills | 18 | 10 | 10 | 20 | 3 | 1 | 4 | 2 | 3 | 5 | 3 | 2 | 5 | 18 | 16 | 34 | 0 | 0 | 0 | 3 | 3 | 6 | 1 | 0 | 1 |
| Average | 18 | 4 | 6 | 10 | 3 | 4 | 7 | 4 | 2 | 6 | 1 | 2 | 3 | 12 | 16 | 29 | 0 | 1 | 2 | 1 | 2 | 3 | 0 | 0 | 0 |
| Total | 247 | 75 | 100 | 175 | 43 | 66 | 109 | 43 | 42 | 85 | 16 | 25 | 41 | 177 | 233 | 410 | 9 | 29 | 38 | 16 | 26 | 42 | 6 | 13 | 19 |
| 3-YEAR HIGH SCHOOLS 1913-1914. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alachua | 22 | 2 | 2 | 4 | 2 | 1 | 3 | 4 | 2 | 6 | 1 | 1 | 2 | 8 | 5 | 13 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Delray | 11 | 4 | 6 | 10 | 3 | 4 | 7 | 3 | 2 | 5 | 1 | 1 | 2 | 10 | 12 | 22 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Dunnellon | 10 | 4 | 5 | 9 | 0 | 4 | 4 | 1 | 1 | 2 | 1 | 1 | 2 | 5 | 11 | 16 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Fernandina | 12 | 0 | 6 | 6 | 0 | 4 | 4 | 0 | 2 | 2 | 1 | 1 | 2 | 0 | 12 | 12 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Graceville | 29 | 8 | 6 | 14 | 0 | 5 | 5 | 2 | 8 | 10 | 1 | 1 | 2 | 10 | 19 | 29 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Green Cove Spgs. | 33 | 3 | 8 | 11 | 0 | 3 | 3 | 0 | 4 | 4 | 1 | 1 | 2 | 3 | 15 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Largo | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Sarasota | 6 | 3 | 7 | 10 | 2 | 3 | 5 | 1 | 4 | 5 | 1 | 1 | 2 | 6 | 14 | 20 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Tarpon Springs.. | 13 | 9 | 8 | 17 | 2 | 8 | 10 | 2 | 2 | 4 | 1 | 1 | 2 | 13 | 18 | 31 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Winter Haven... | 24 | 7 | 7 | 14 | 1 | 3 | 4 | 2 | 2 | 4 | 1 | 1 | 2 | 10 | 12 | 22 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Average | 18 | 4 | 6 | 10 | 3 | 4 | 7 | 4 | 2 | 6 | 1 | 2 | 3 | 12 | 16 | 29 | 0 | 1 | 2 | 1 | 2 | 3 | 0 | 0 | 0 |
| Total | 160 | 48 | 59 | 107 | 11 | 37 | 48 | 16 | 28 | 44 | 1 | 1 | 2 | 75 | 124 | 199 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |

NUMBER OF PUPILS IN DIFFERENT GRADES.

| 2-YEAR HIGH SCHOOLS 1913-1914. | | No. in 8th Grade. | Boys, 9th. | Girls, 9th. | Total, 9th. | Boys, 10th. | Girls, 10th. | Total, 10th. | Boys, 11th. | Girls, 11th. | Total, 11th. | Boys, 12th. | Girls, 12th. | Total, 12th. | Total, Boys. | Total, Girls. | Grand Total. | Boys in Last Year's Class. | Girls in Last Year's Class. | Total Last Year's Graduates. | Boys, Present Class. | Girls, Present Class. | Total, Present Class. | Boys in College. | Girls in College. | Total in College Last Year. |
|--------------------------------------|------|-------------------|------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|--------------|---------------|--------------|----------------------------|-----------------------------|------------------------------|----------------------|-----------------------|-----------------------|------------------|-------------------|-----------------------------|
| Apopka | 7 | 5 | 5 | 10 | 3 | 5 | 8 | 13 | 1 | 1 | 2 | 1 | 1 | 2 | 8 | 10 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Archer | 8 | 8 | 8 | 16 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 9 | 9 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Aucilla | 12 | 10 | 10 | 20 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 7 | 11 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Bowling Green | 17 | 12 | 19 | 31 | 2 | 2 | 4 | 4 | 1 | 1 | 2 | 1 | 1 | 2 | 9 | 14 | 23 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Boynton | 33 | 33 | 66 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 6 | 8 | 14 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Bethel | 8 | 1 | 6 | 7 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 10 | 13 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Bristol | 10 | 7 | 7 | 14 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 8 | 12 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Carrabelle | 13 | 9 | 11 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 15 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Chipley | 35 | 9 | 13 | 21 | 7 | 2 | 9 | 11 | 1 | 1 | 2 | 1 | 1 | 2 | 16 | 15 | 31 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| DeLand | 26 | 2 | 8 | 11 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 11 | 15 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Greenwood | 14 | 5 | 6 | 11 | 3 | 4 | 7 | 11 | 1 | 1 | 2 | 1 | 1 | 2 | 8 | 9 | 17 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Hastings | 8 | 2 | 4 | 6 | 2 | 3 | 5 | 7 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 7 | 11 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| High Springs | 17 | 3 | 4 | 7 | 0 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 6 | 9 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Manatee | 10 | 1 | 4 | 5 | 10 | 8 | 18 | 26 | 1 | 1 | 2 | 1 | 1 | 2 | 11 | 12 | 23 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Mayo | 18 | 3 | 6 | 9 | 3 | 3 | 6 | 9 | 1 | 1 | 2 | 1 | 1 | 2 | 6 | 9 | 15 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Melbourne | 1 | 1 | 2 | 3 | 3 | 2 | 5 | 7 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 4 | 8 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Micanopy | 4 | 3 | 2 | 5 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 2 | 6 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Muscogee | 3 | 2 | 4 | 6 | 6 | 2 | 12 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 8 | 10 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Newberry | 12 | 5 | 3 | 8 | 2 | 0 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 7 | 3 | 10 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Trenton | 9 | 5 | 4 | 9 | 1 | 5 | 6 | 11 | 1 | 1 | 2 | 1 | 1 | 2 | 6 | 9 | 15 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Umatilla | 4 | 7 | 11 | 18 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 8 | 12 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Waldo | 16 | 5 | 4 | 9 | 4 | 5 | 9 | 14 | 1 | 1 | 2 | 1 | 1 | 2 | 9 | 9 | 18 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Williston | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Winter Garden | 2 | 12 | 14 | 5 | 3 | 8 | 11 | 19 | 1 | 1 | 2 | 1 | 1 | 2 | 7 | 15 | 22 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Average | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 | 10.5 |
| Total | 331 | 83 | 144 | 227 | 65 | 88 | 153 | 241 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 |
| SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1913-1914. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-Year Schools | 331 | 83 | 144 | 227 | 65 | 88 | 153 | 241 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 | 148 | 232 | 380 |
| 3-Year Schools | 160 | 48 | 59 | 107 | 11 | 37 | 48 | 85 | 16 | 28 | 44 | 16 | 25 | 41 | 75 | 124 | 199 | 75 | 124 | 199 | 75 | 124 | 199 | 75 | 124 | 199 |
| 4-Year Irregular | 247 | 75 | 100 | 175 | 43 | 66 | 109 | 175 | 42 | 85 | 127 | 25 | 41 | 66 | 177 | 233 | 410 | 8 | 29 | 37 | 16 | 26 | 42 | 6 | 13 | 19 |
| Senior | 576 | 612 | 989 | 1601 | 389 | 664 | 1053 | 1717 | 195 | 316 | 511 | 1476 | 2406 | 3882 | 114 | 215 | 329 | 175 | 289 | 465 | 55 | 71 | 126 | 61 | 84 | 145 |
| Total | 1304 | 818 | 1292 | 2110 | 508 | 855 | 1363 | 2118 | 507 | 846 | 1353 | 511 | 852 | 1363 | 1876 | 2995 | 4871 | 123 | 244 | 367 | 191 | 315 | 507 | 61 | 84 | 145 |

HIGH SCHOOL TEACHERS, ETC.

| SENIOR HIGH SCHOOLS, 1913-1914. | Men. | Women. | Total. | Number with Degrees. | Teach Whole Time. | Each Part Time. | Recitations Daily by Teachers. | Recitations by Principal. | No. Years Principal Has Taught Here. | No. Yrs. 1st Asst. Has Taught Here. | Other Assts. Have Taught Here. |
|--|------|--------|--------|----------------------|-------------------|-----------------|--------------------------------|---------------------------|--------------------------------------|-------------------------------------|--------------------------------|
| Arcadia | 2 | 3 | 5 | 1 | 4 | 1 | 6 | 2 | 2 | 1 | ... |
| Bartow | 1 | 3 | 4 | ... | 4 | 0 | 3 | 2 | ... | 1 | ... |
| Bradentown | 2 | 4 | 6 | 4 | 4 | 2 | 5 | 3 | 3 | 1 | 1 |
| Brooksville | 2 | 2 | 4 | 4 | 3 | 1 | 3 | 3 | 2 | 2 | 1 |
| Clearwater | 3 | 5 | 8 | 5 | 3 | 2 | 5 | 5 | 7 | 1 | 1 |
| Dade City | 2 | 4 | 6 | 3 | 4 | 0 | 6 | 3 | 1 | 1 | 7 |
| Daytona | 1 | 4 | 5 | 4 | 4 | 1 | 6 | 3 | 5 | 1 | 1 |
| DeFuniak Springs. | 0 | 3 | 3 | 4 | 4 | 0 | 6 | 3 | 1 | 14 | 5 |
| Eustis | 1 | 2 | 3 | 2 | 3 | 0 | 7 | 6 | 1 | 1 | 1 |
| Ft. Lauderdale | 2 | 3 | 5 | 2 | 3 | 2 | 4 | 4 | 1 | 1 | 1 |
| Ft. Meade | 2 | 2 | 4 | 3 | 4 | 0 | 5 | 4 | 3 | 5 | 1 |
| Ft. Myers | 2 | 2 | 4 | 2 | 3 | 1 | 7 | 3 | 3 | 1 | 1 |
| Gainesville | 1 | 5 | 6 | 4 | 6 | 0 | 6 | 0 | 6 | 6 | 2 |
| Jacksonville | 7 | 10 | 17 | 12 | 17 | 0 | 5 | 0 | 4 | ... | 4 |
| Key West | 2 | 3 | 5 | 1 | 1 | 1 | 5 | 1 | 9 | 2 | 3 |
| Kissimmee | 1 | 3 | 4 | 3 | 3 | 1 | 6 | 1 | 8 | 1 | 1 |
| Lake City | 1 | 2 | 3 | 3 | 3 | 0 | 8 | 4 | 7 | 9 | 11 |
| Lakeland | 4 | 1 | 5 | 4 | 4 | 1 | 6 | 1 | 3 | 2 | 4 |
| Leesburg | 1 | 2 | 3 | 2 | 3 | 0 | 5 | 5 | 2 | 2 | 2 |
| Live Oak | 1 | 3 | 4 | 3 | 3 | 1 | 6 | 2 | 14 | 2 | 2 |
| Madison | 3 | 1 | 4 | 3 | 3 | 1 | 5 | 5 | 8 | 3 | 4 |
| Miami | 5 | 7 | 12 | 6 | 9 | 3 | 6 | 0 | 5 | 2 | 2 |
| Mulberry | 1 | 2 | 3 | 2 | 3 | 0 | 7 | 4 | 2 | 4 | 1 |
| Ocala | 1 | 3 | 4 | 3 | 4 | 0 | 6 | 2 | 10 | 1 | 1 |
| Orlando | 1 | 5 | 6 | 3 | 6 | 0 | 5 | 2 | 3 | 18 | 4 |
| Palatka | 1 | 2 | 3 | 1 | 3 | 0 | 6 | 3 | 3 | 3 | 13 |
| Palmetto | 2 | 1 | 3 | 1 | 3 | 0 | 5 | 5 | 3 | ... | ... |
| Pensacola | 3 | 4 | 7 | 4 | 7 | 0 | 5 | 4 | 1 | 4 | 4 |
| Plant City | 1 | 3 | 4 | 4 | 3 | 1 | 7 | 3 | 1 | 9 | 1 |
| Punta Gorda | 2 | 2 | 4 | 3 | 3 | 1 | 6 | 4 | 1 | 7 | 2 |
| Quincy | 2 | 2 | 4 | 2 | 3 | 1 | 6 | 5 | 3 | 1 | 2 |
| St. Petersburg | 3 | 7 | 10 | 6 | 7 | 3 | 5 | 0 | ... | 1 | 1 |
| St. Augustine | 3 | 4 | 7 | 5 | 5 | 2 | 5 | 0 | 3 | 10 | 1 |
| Sanford | 2 | 4 | 6 | 6 | 4 | 2 | 5 | 2 | 10 | 12 | 4 |
| Seabreeze | 1 | 2 | 3 | 3 | 3 | 0 | 7 | 6 | 3 | 3 | 1 |
| Tallahassee | 2 | 2 | 4 | 2 | 4 | 0 | 6 | 4 | 5 | 2 | 6 |
| Tampa | 4 | 11 | 15 | 11 | 13 | 2 | 5 | 0 | 5 | 5 | 2 |
| Wauchula | 2 | 1 | 3 | 3 | 3 | 0 | 7 | 5 | 10 | 6 | 4 |
| W. Palm Beach | 2 | 3 | 5 | 4 | 3 | 2 | 5 | 2 | 4 | 2 | 2 |
| Average | 2 | 3 | 5 | 3 | 4 | 1 | 6 | 3 | 4 | 4 | 3 |
| Total | 80 | 127 | 207 | 136 | 174 | 32 | 203 | 116 | 152 | 159 | 104 |
| Irregular Four-Year High Schools, 1913-1914. | | | | | | | | | | | |
| Apalachicola | ... | 3 | 3 | 1 | 2 | 1 | 4 | 6 | 1 | 4 | 1 |
| Cocoa | 1 | 1 | 2 | 0 | 2 | 0 | 8 | 7 | 7 | 3 | ... |
| Crescent City | 1 | 1 | 2 | 1 | 2 | 0 | 10 | 10 | 1 | ... | ... |
| Ft. Pierce | 1 | 2 | 3 | 2 | 2 | 1 | 10 | 9 | 1 | 1 | ... |
| Jasper | 1 | 2 | 3 | 1 | 1 | 2 | 8 | 4 | 1 | 3 | ... |
| Lake Butler | 1 | 2 | 3 | 2 | 2 | 1 | 6 | 5 | 4 | 4 | ... |
| Marianna | 1 | 1 | 2 | 2 | 2 | 0 | 9 | 8 | 3 | 1 | ... |
| Monticello | 1 | 2 | 3 | 2 | 2 | 1 | 6 | 3 | 1 | 3 | 1 |
| New Smyrna | 1 | 2 | 3 | 1 | 2 | 1 | 8 | 3 | 1 | 1 | 1 |
| St. Cloud | 0 | 3 | 3 | 1 | 2 | 1 | 8 | 7 | 3 | 1 | ... |
| Starke | 1 | 2 | 3 | 1 | 2 | 1 | 6 | 5 | 1 | 2 | ... |
| Titusville | 1 | 1 | 2 | 0 | 2 | 0 | 10 | 10 | 2 | 2 | ... |
| Webster | 1 | 2 | 3 | 1 | 2 | 1 | 8 | 8 | 6 | 1 | ... |
| Zephyrhills | 2 | 1 | 3 | 1 | 2 | 1 | 6 | 9 | 1 | 1 | 1 |
| Total | 13 | 25 | 38 | 16 | 27 | 11 | 107 | 94 | 33 | 27 | 4 |

HIGH SCHOOL TEACHERS, ETC.

| THREE-YEAR HIGH SCHOOLS. | Men. | Women. | Total. | Number with Degrees. | Teach Whole Time. | Teach Part Time. | Recitations by Teachers. | Recitations by Principal. | No. Yrs. Prin. Taught in this School. | No. Yrs. 1st Assistant has Taught Here. | No. Yrs. Other Teachers Taught Here. |
|--------------------------------|------|--------|--------|-------------------------|----------------------|---------------------|-----------------------------|------------------------------|--|--|---|
| Alachua | 1 | 1 | 2 | 1 | 1 | 1 | 6 | 3 | 2 | .. | .. |
| Delray | 1 | 1 | 2 | 1 | 1 | 1 | 6 | 4 | 1 | 1 | .. |
| Dunnellon | 0 | 1 | 1 | 1 | 1 | 0 | 4 | 4 | 1 | 1 | .. |
| Fernandina | 1 | 1 | 2 | 1 | 1 | 1 | 12 | 12 | 3 | 3 | .. |
| Graceville | 1 | 1 | 2 | 2 | 2 | 0 | 2 | 3 | 1 | 2 | .. |
| Green Cove Spgs. | 1 | 1 | 2 | 0 | 1 | 1 | 7 | 3 | 1 | 1 | .. |
| Largo | 1 | 1 | 2 | .. | .. | .. | .. | .. | .. | .. | .. |
| Sarasota | 1 | 1 | 2 | .. | .. | 0 | 4 | 3 | 3 | 3 | .. |
| Tarpon Springs | 2 | 2 | 4 | 3 | 1 | 1 | 5 | 3 | 1 | 1 | .. |
| Winter Haven | 1 | 1 | 2 | 1 | 1 | 1 | 6 | 3 | 1 | 1 | .. |
| Winter Garden | 1 | 1 | 2 | .. | .. | .. | .. | .. | .. | .. | .. |
| Total | 11 | 15 | 26 | 13 | 14 | 8 | 60 | 59 | 17 | 10 | 2 |

| 2-YEAR HIGH SCHOOLS 1913-1914. | Men. | Women. | Total. | Number with Degrees. | Teach Whole Time. | Teach Part Time. | Daily Teachers' Recitations. | Recitations by Principal. | No. Yrs. Princip- al Taught Here | First Assistant Taught Here. | Other Teachers Taught Here. |
|--------------------------------------|------|--------|--------|-------------------------|----------------------|---------------------|---------------------------------|------------------------------|-------------------------------------|---------------------------------|--------------------------------|
| Apopka | 1 | 1 | 2 | 1 | 1 | 1 | .. | 10 | 1 | .. | .. |
| Archer | 1 | 0 | 1 | 0 | 1 | 0 | .. | 11 | 1 | .. | .. |
| Aucilla | 1 | 1 | 2 | 0 | 1 | 1 | 2 | 8 | 1 | 1 | .. |
| Bowling Green | 1 | 0 | 1 | 0 | 1 | 0 | .. | 11 | 1 | .. | .. |
| Boynton | 1 | 0 | 1 | 0 | 1 | 0 | .. | 7 | 1 | .. | .. |
| Bethel | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 10 | 1 | 1 | .. |
| Bristol | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 10 | 1 | 1 | .. |
| Carrabelle | 1 | 0 | 1 | 0 | 1 | 0 | .. | 10 | 1 | .. | .. |
| Chipley | 1 | 1 | 2 | 1 | 2 | 0 | 5 | 8 | 1 | 3 | .. |
| DeLand | 1 | 3 | 4 | 2 | 2 | 2 | 5 | 2 | 1 | 7 | 12 |
| Greenwood | 1 | 0 | 1 | 1 | 1 | 0 | .. | 12 | 1 | .. | .. |
| Hastings | 1 | 0 | 1 | 0 | 1 | 0 | .. | 8 | 1 | .. | .. |
| High Springs | 1 | 0 | 1 | 0 | 1 | 0 | .. | 8 | 2 | .. | .. |
| Manatee | 1 | 2 | 3 | 0 | 2 | 1 | 7 | 6 | 4 | 14 | .. |
| Mayo | 1 | 0 | 1 | 0 | 1 | 0 | .. | 8 | 1 | .. | .. |
| Melbourne | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. |
| Micanopy | 1 | 0 | 1 | 0 | 1 | 0 | .. | 12 | 3 | .. | .. |
| Muscogee | 0 | 2 | 2 | 1 | 1 | 1 | .. | 8 | 2 | .. | .. |
| Newberry | 1 | 0 | 1 | 0 | 1 | 0 | .. | 10 | 1 | .. | .. |
| Trenton | 1 | 0 | 1 | 1 | 1 | 0 | .. | 12 | 1 | .. | .. |
| Umatilla | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. |
| Waldo | 1 | 1 | 2 | 0 | 2 | 0 | 9 | 9 | 2 | 3 | .. |
| Williston | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. |
| Average | 1 | 1 | 1 | .. | 1 | .. | 1 | 9 | 1 | 1 | 2 |
| Total | 22 | 13 | 35 | 8 | 28 | 10 | 37 | 220 | 32 | 31 | 2 |

SUMMARY
1913-1914.

| | | | | | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|----|-----|-----|----|----|----|
| 2-Year Schools | 22 | 13 | 35 | 8 | 28 | 10 | 37 | 220 | .. | .. | .. |
| 3-Year Schools | 11 | 15 | 26 | 8 | 28 | 10 | 37 | 59 | .. | .. | .. |
| 4-Year Irregular | 13 | 25 | 38 | 16 | 27 | 11 | 107 | 94 | .. | .. | .. |
| Senior | 80 | 127 | 207 | 136 | 174 | 32 | 203 | 116 | .. | .. | .. |
| Total | 126 | 180 | 306 | 173 | 245 | 61 | 507 | 489 | .. | .. | .. |

SCHOOL POPULATION, ETC.

| SENIOR HIGH SCHOOLS 1913-1914 | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades, Inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades, Inclusive. | No. Teachers in High School. | Ratio of Grade Teach- ers to Grade Pupils. | Ratio of H. S. Teach- ers to H. S. Pupils. |
|---|-----------------------------------|-----------------------|---|----------------------------|--|---------------------------------|---|---|
| Arcadia | 4,500 | 750 | 360 | 10 | 104 | 5 | 1-38 | 1-20 |
| Bartow | 4,000 | 600 | 400 | 12 | 95 | 5 | 1-33 | 1-19 |
| Bradentown | 3,500 | 585 | 497 | 16 | 88 | 6 | 1-31 | 1-14 |
| Brooksville | 2,000 | ..... | 275 | 8 | 66 | 4 | 1-34 | 1-16 |
| Clearwater | 2,000 | 390 | 276 | 7 | 63 | 5 | 1-39 | 1-12 |
| Dade City | 1,066 | ..... | 285 | 8 | 60 | 4 | 1-33 | 1-15 |
| Daytona | 5,000 | ..... | 302 | 12 | 60 | 4 | 1-25 | 1-15 |
| De Funiak Springs | 3,000 | ..... | 328 | 8 | 48 | 4 | 1-41 | 1-12 |
| Eustis | 1,500 | 135 | 85 | 4 | 23 | 3 | 1-21 | 1-7 |
| Ft. Lauderdale | 3,500 | 500 | 280 | 9 | 23 | 5 | 1-31 | 1-4 |
| Ft. Meade | 3,000 | 560 | 355 | 9 | 84 | 4 | 1-39 | 1-21 |
| Ft. Myers | 4,500 | 600 | 375 | 10 | 82 | 4 | 1-37 | 1-20 |
| Gainesville | 10,000 | 1,000 | 678 | 19 | 139 | 6 | 1-35 | 1-23 |
| Jacksonville | 75,000 | ..... | ..... | ..... | 432 | 17 | 1-25 | 1-25 |
| Key West | 23,000 | 3,500 | 720 | 16 | 38 | 5 | 1-45 | 1-6 |
| Kissimmee | 3,500 | 1,000 | 517 | 15 | 87 | 4 | 1-34 | 1-22 |
| Lake City | 6,000 | 1,200 | 425 | 9 | 58 | 3 | 1-47 | 1-17 |
| Lakeland | 9,000 | 1,000 | 818 | 23 | 118 | 5 | 1-35 | 1-21 |
| Leesburg | 1,500 | 300 | 165 | 5 | 38 | 3 | 1-33 | 1-12 |
| Live Oak | 4,500 | 600 | 388 | 8 | 58 | 4 | 1-48 | 1-12 |
| Madison | 2,000 | ..... | ..... | 5 | 62 | 4 | 1- | 1-15 |
| Miami | 20,000 | 2,000 | 1,250 | 40 | 240 | 12 | 1-31 | 1-20 |
| Mulberry | 3,000 | 400 | 301 | 10 | 25 | 3 | 1-30 | 1-8 |
| Ocala | 6,000 | 600 | 511 | 14 | 74 | 4 | 1-36 | 1-18 |
| Orlando ..... | ..... | ..... | 690 | 16 | 124 | 6 | 1-43 | 1-20 |
| Palatka | 6,000 | 500 | 275 | 7 | 49 | 3 | 1-39 | 1-16 |
| Palmetto | 2,000 | 350 | 252 | 6 | 42 | 3 | 1-42 | 1-14 |
| Pensacola | 30,000 | 6,000 | 2,121 | 62 | 197 | 7 | 1-34 | 1-28 |
| Plant City | 3,000 | 700 | 620 | 11 | 80 | 4 | 1-56 | 1-20 |
| Punta Gorda | 1,500 | 325 | 213 | 7 | 37 | 4 | 1-30 | 1-9 |
| Quincy | 5,000 | ..... | 296 | 8 | 49 | 4 | 1-37 | 1-12 |
| St. Petersburg | 10,000 | 1,500 | 1,250 | 30 | 242 | 10 | 1-41 | 1-24 |
| St. Augustine | 6,000 | 1,500 | 575 | 16 | 82 | 7 | 1-36 | 1-11 |
| Sanford | 10,000 | 1,200 | 687 | 20 | 124 | 6 | 1-34 | 1-21 |
| Seabreeze | 1,500 | 200 | 140 | 5 | 22 | 3 | 1-28 | 1-7 |
| Tallahassee | 3,000 | 800 | 468 | 15 | 66 | 4 | 1-31 | 1-16 |
| Tampa | 60,000 | 7,147 | 5,640 | 119 | 474 | 15 | 1-47 | 1-36 |
| Wauchula | 3,000 | 1,000 | 495 | 10 | 63 | 3 | 1-49 | 1-21 |
| W. Palm Beach | 5,000 | 700 | 497 | 18 | 66 | 5 | 1-27 | 1-13 |
| Average | 9,133 | 1,311 | 644 | 16 | 100 | 4 | 1-38 | 1-21 |
| Total | 347,066 | 40,642 | 23,820 | 627 | 3,882 | 207 | | |
| IRREGULAR 4-YEAR HIGH SCHOOL 1913-1914 | | | | | | | | |
| Apalachicola | 4,000 | 450 | 220 | 5 | 25 | 3 | 1-44 | 1-12 |
| Cocoa ..... | ..... | ..... | 130 | 4 | 33 | 2 | 1-32 | 1-16 |
| Crescent City | 1,000 | 150 | 85 | 3 | 12 | 2 | 1-28 | 1-9 |
| Ft. Pierce ..... | ..... | 317 | 254 | 8 | 44 | 3 | 1-31 | 1-22 |
| Jasper | 2,500 | 300 | 200 | 5 | 25 | 3 | 1-40 | 1-23 |
| Lake Butler | 1,200 | 360 | 279 | 7 | 45 | 3 | 1-39 | 1-15 |
| Marianna | 3,000 | 350 | 234 | 6 | 29 | 2 | 1-39 | 1-14 |
| Monticello | 2,000 | ..... | 170 | 4 | 39 | 3 | 1-42 | 1-19 |
| New Smyrna | 2,000 | ..... | 229 | 8 | 27 | 3 | 1-28 | 1-13 |
| St. Cloud | 2,000 | 220 | 174 | 5 | 24 | 3 | 1-34 | 1-12 |
| Starke | 3,000 | 400 | 428 | 8 | 25 | 3 | 1-53 | 1-12 |
| Titusville | 2,000 | 220 | 197 | 5 | 24 | 2 | 1-39 | 1-12 |

SCHOOL POPULATION, ETC.

| IRREGULAR 4-YEAR HIGH SCHOOLS 1913-1914 (Continued) | | | | | | | | |
|---|-----------------------------------|-----------------------|---|----------------------------|--|---------------------------------|---|---|
| | Population of School District. | School Population. | No. Pupils in 1st to 8th Grades, Inclusive. | No. Teachers in Grades. | No. Pupils in 9th to 12th Grades, Inclusive. | No. Teachers in High School. | Ratio of Grade Teach- ers to Grade Pupils. | Ratio of H. S. Teach- ers to H. S. Pupils. |
| Webster | 1,200 | 200 | 150 | 4 | 24 | 3 | 1-27 | 1-12 |
| Zephyrhills | 1,800 | 250 | 140 | 5 | 34 | 3 | 1-28 | 1-17 |
| Average | 2,141 | 292 | 206 | 5 | 29 | 2 | 1-37 | 1-15 |
| Total | 25,700 | 3,217 | 2,890 | 77 | 410 | 38 | | |
| 3-YEAR HIGH SCHOOLS 1913-1914 | | | | | | | | |
| Alachua | 1,000 | 255 | 159 | 4 | 13 | 2 | 1-39 | 1-13 |
| Delray | 1,400 | ..... | 150 | 4 | 22 | 3 | 1-32 | 1-11 |
| Dunnellon | 2,500 | 200 | 135 | 5 | 16 | 2 | 1-27 | 1-8 |
| Fernandina | 4,000 | 515 | 178 | 5 | 12 | 3 | 1-35 | 1-12 |
| Graceville | 1,500 | 350 | 178 | 4 | 29 | 2 | 1-44 | 1-14 |
| Green Cove Sprgs. | 4,000 | 300 | 233 | 6 | 18 | 2 | 1-38 | 1-18 |
| Largo | 500 | ..... | ..... | 4 | 16 | 2 | ..... | ..... |
| Sarasota | 2,000 | 350 | 275 | 7 | 20 | 2 | 1-39 | 1-10 |
| Tarpon Springs | 3,000 | 300 | 223 | 6 | 31 | 4 | 1-37 | 1-15 |
| Winter Haven | 2,500 | 375 | 100 | 3 | 22 | 2 | 1-33 | 1-22 |
| Average | 2,433 | 343 | 179 | 5 | 20 | 1 | 1-36 | 1-13 |
| Total | 21,900 | 2,745 | 1,611 | 44 | 199 | 26 | | |
| 2-YEAR HIGH SCHOOLS 1913-1914 | | | | | | | | |
| Apopka ..... | ..... | ..... | 79 | 3 | 18 | 2 | 1-26 | 1-18 |
| Archer | 300 | 90 | 70 | 3 | 13 | 1 | 1-23 | 1-13 |
| Aucilla | 500 | 200 | 134 | 3½ | 16 | 2 | 1-38 | 1-16 |
| Bowling Green | 1,000 | 200 | 157 | 4 | 23 | 1 | 1-39 | 1-23 |
| Boynton | 700 | 98 | 74 | 3 | 12 | 1 | 1-24 | 1-12 |
| Bristol | 600 | 200 | 150 | 5 | 12 | 2 | 1-30 | 1-12 |
| Carabelle | 1,500 | 225 | 143 | 5 | 18 | 1 | 1-28 | 1-18 |
| Chipley | 1,700 | 600 | 417 | 8 | 31 | 2 | 1-52 | 1-15 |
| De Land | 5,000 | 350 | 341 | 12 | 15 | 4 | 1-28 | 1-7 |
| Greenwood | 700 | ..... | 83 | 3 | 17 | 1 | 1-27 | 1-17 |
| Hastings | 800 | ..... | 100 | 4 | 11 | 1 | 1-25 | 1-11 |
| High Springs | 1,700 | 800 | 141 | 4 | 9 | 1 | 1-35 | 1-9 |
| Manatee | 1,500 | 250 | 164 | 7 | 11 | 3 | 1-23 | 1-11 |
| Mayo | 800 | ..... | 135 | 4 | 14 | 1 | 1-33 | 1-14 |
| Melbourne ..... | ..... | ..... | ..... | ..... | 8 | 1 | ..... | ..... |
| Micanopy | 500 | 83 | 73 | 3 | 6 | 1 | 1-24 | 1-6 |
| Muscogee | 1,500 | 110 | 80 | 3 | 18 | 2 | 1-26 | 1-18 |
| Newberry | 1,100 | ..... | 170 | 4 | 10 | 1 | 1-42 | 1-10 |
| Treenton | 400 | ..... | 160 | 4 | 15 | 1 | 1-40 | 1-15 |
| Umatilla ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| Waldo | 1,500 | 175 | 150 | 4 | 18 | 2 | 1-37 | 1-9 |
| Williston ..... | ..... | ..... | ..... | ..... | 25 | 1 | ..... | ..... |
| Winter Garden ..... | ..... | ..... | ..... | ..... | 22 | 2 | ..... | ..... |
| Average | 1,111 | 251 | 144 | 4 | 16 | 1 | 1-36 | 1-14 |
| Total | 24,450 | 4,016 | 3,468 | 96 | 380 | 36 | | |
| SUMMARY. 1913-1914 | | | | | | | | |
| 2-Yr. Schools | 24,450 | 4,016 | 3,468 | 96 | 380 | 36 | 1-36 | 1-14 |
| 3-Yr. Schools | 21,900 | 2,745 | 1,611 | 44 | 199 | 26 | 1-36 | 1-8 |
| 4-Yr. Irregular | 25,700 | 3,217 | 517 | 77 | 410 | 38 | 1-6 | 1-14 |
| Senior | 347,066 | 40,642 | 23,820 | 627 | 3,882 | 207 | 1-38 | 1-22 |
| Average ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 419,116 | 50,620 | 29,406 | 844 | 4,871 | 307 | 1-35 | 1-19 |

NUMBER OF BOYS AND GIRLS IN EACH SUBJECT.—Part I

| HIGH SCHOOLS. 1913-1914. | | Grammar. | Composition. | Rhetoric. | Eng. Literature. | Am. Literature. | Adv. Arithmetic. | Algebra. | Pl. Geom. | Sol. Geom. | Pl. Trig. | Am. History. | Ancient History. | Med. Mod. History. | English History. | Civics. |
|------------------------------------|-----|----------|--------------|-----------|------------------|-----------------|------------------|----------|-----------|------------|-----------|--------------|------------------|--------------------|------------------|---------|
| Two-Year High Schools-- | | | | | | | | | | | | | | | | |
| Boys | 43 | 48 | 13 | ..... | ..... | 40 | 96 | 14 | ..... | 1 | ..... | 53 | 13 | 42 | 3 | |
| Girls | 59 | 95 | 28 | ..... | ..... | 62 | 172 | 24 | ..... | 2 | ..... | 73 | 34 | 42 | 10 | |
| Three-Year High Schools-- | | | | | | | | | | | | | | | | |
| Boys | 17 | 40 | 17 | ..... | ..... | 11 | 37 | 18 | 2 | ..... | 3 | 17 | 5 | 24 | 8 | |
| Girls | 18 | 53 | 40 | ..... | ..... | 12 | 69 | 20 | 1 | 4 | 1 | 30 | 11 | 33 | 10 | |
| Four-Year Irregular High Schools-- | | | | | | | | | | | | | | | | |
| Boys | 51 | 77 | 58 | 27 | 3 | 47 | 129 | 29 | 14 | 11 | 27 | 48 | 45 | 52 | 8 | |
| Girls | 62 | 82 | 80 | 23 | 2 | 62 | 171 | 41 | 12 | 18 | 42 | 69 | 61 | 72 | 18 | |
| Senior High Schools-- | | | | | | | | | | | | | | | | |
| Boys | 270 | 727 | 294 | 262 | 151 | 206 | 915 | 269 | 131 | 120 | 192 | 387 | 243 | 207 | 117 | |
| Girls | 346 | 1065 | 474 | 399 | 191 | 262 | 1331 | 439 | 123 | 162 | 290 | 654 | 452 | 268 | 208 | |
| Total Boys..... | | 371 | 902 | 382 | 289 | 154 | 304 | 1177 | 330 | 147 | 132 | 220 | 505 | 306 | 325 | 136 |
| Total Girls..... | | 485 | 1295 | 662 | 422 | 196 | 398 | 1743 | 524 | 136 | 184 | 335 | 826 | 558 | 415 | 246 |
| Grand Total..... | | 856 | 2197 | 1044 | 711 | 350 | 702 | 2910 | 854 | 283 | 316 | 555 | 1331 | 864 | 730 | 482 |

NUMBER OF BOYS AND GIRLS IN EACH SUBJECT.—Part II.

| HIGH SCHOOLS. 1913-1914. | First Year Latin. | Caesar. | Cicero. | Virgil. | German. | French. | Spanish. | Phys. Geog. | Physics. | Chemistry. | Potany. | Botany. | Zoology. | Agriculture. | Mec. Drawing. | Man. Training. | Domestic Science. | Miscellaneous. |
|-----------------------------------|-------------------|---------|---------|---------|---------|---------|----------|-------------|----------|------------|---------|---------|----------|--------------|---------------|----------------|-------------------|----------------|
| Two-Year High Schools— | | | | | | | | | | | | | | | | | | |
| Boys | 74 | 12 | ... | 5 | ... | 1 | 1 | 55 | 3 | 2 | 20 | 7 | 10 | 9 | 11 | 11 | 6 | 5 |
| Girls | 103 | 26 | 3 | ... | ... | 5 | 1 | 88 | 3 | 2 | 26 | 2 | 2 | 11 | 12 | ... | ... | 2 |
| Three-Year High Schools— | | | | | | | | | | | | | | | | | | |
| Boys | 34 | 10 | 8 | ... | ... | 1 | ... | 22 | 8 | 1 | 15 | 4 | ... | 7 | 10 | 23 | ... | 3 |
| Girls | 45 | 33 | 15 | 4 | ... | 2 | ... | 33 | 18 | 4 | 21 | 5 | 12 | 2 | ... | ... | 58 | 8 |
| Four-Year Irregular High Schools— | | | | | | | | | | | | | | | | | | |
| Boys | 64 | 36 | 23 | 4 | 10 | 5 | ... | 59 | 29 | 3 | 23 | 10 | 18 | 4 | ... | ... | ... | 11 |
| Girls | 91 | 54 | 29 | 8 | 7 | 3 | ... | 85 | 38 | 5 | 38 | 9 | 34 | 5 | ... | ... | ... | ... |
| Senior High Schools— | | | | | | | | | | | | | | | | | | |
| Boys | 469 | 239 | 128 | 75 | 78 | 146 | 12 | 328 | 205 | 123 | 153 | 163 | 95 | 31 | 71 | 149 | 4 | 92 |
| Girls | 707 | 430 | 209 | 148 | 133 | 200 | 13 | 343 | 285 | 146 | 234 | 172 | 122 | 53 | 13 | ... | 462 | 144 |
| Total Boys..... | 641 | 297 | 159 | 84 | 88 | 153 | 13 | 465 | 245 | 129 | 211 | 184 | 123 | 51 | 92 | 183 | 10 | 111 |
| Total Girls..... | 1946 | 549 | 256 | 160 | 140 | 210 | 13 | 549 | 344 | 157 | 319 | 188 | 171 | 71 | 25 | ... | 532 | 154 |
| Grand Total..... | 2587 | 845 | 415 | 244 | 228 | 363 | 26 | 1014 | 589 | 286 | 530 | 372 | 294 | 122 | 117 | 183 | 542 | 265 |

LENGTH OF SCHOOL TERM, ETC.

| <i>Senior High Schools 1913-1914</i> | No. Weeks in School Year. | No. Hours per Day. | Time of Session. | No. Weekly Recitations by Pupils. | Length of Recitations. | Hours of Laboratory per Week. |
|--|------------------------------|-----------------------|---------------------|---|---------------------------|-------------------------------------|
| Arcadia | 32 | ..... | 8:00-3:00 | 32 | 45 | ..... |
| Bartow | 32 | ..... | 8:30-3:00 | 20 | 45 | ..... |
| Bradentown | 32 | ..... | 8:30-3:00 | 25 | 45 | 2 |
| Brooksville | 32 | ..... | 8:30-3:00 | 30 | 40 | 2 |
| Clearwater | 32 | ..... | 8:25-3:00 | 20 | 45 | 2½ |
| Dade City | 32 | ..... | 7:55-3:00 | 20 | 45 | 3 |
| Daytona | 32 | ..... | 8:15-3:00 | 20 | 35 | 2 |
| De Funiak Springs... | 32 | ..... | 8:30-2:45 | 20 | 45 | 1½ |
| Eustis | 32 | ..... | 8:30-3:00 | 25 | 45 | ..... |
| Ft. Lauderdale | 32 | ..... | 8:00-2:40 | 25 | 40 | 1 |
| Ft. Meade | 32 | ..... | 8:30-4:00 | 20 | 45 | ..... |
| Ft. Myers | 32 | ..... | 8:30-3:15 | 20 | 45 | 2 |
| Gainesville | 32 | ..... | 8:15-3:00 | 25 | 45 | ..... |
| Jacksonville | 36 | ..... | 8:20-1:45 | 20 | 45 | 3 |
| Key West | 32 | ..... | 9:00-2:30 | 25 | 45 | 3 |
| Kissimmee | 32 | ..... | 8:30-2:15 | 25 | 45 | 3 |
| Lake City | 32 | ..... | 8:00-3:30 | 25 | 45 | 2 |
| Lakeland | 32 | ..... | 8:30-4:00 | 20 | 45 | 2 |
| Leesburg | 32 | ..... | 8:30-2:30 | 20 | 45 | 3 |
| Live Oak | 32 | ..... | 8:30-3:00 | 20 | 45 | 2 |
| Madison | 32 | ..... | 8:00-3:15 | 20 | 30 | ..... |
| Miami | 36 | ..... | 8:00-2:15 | 20 | 45 | 2 |
| Mulberry | 32 | ..... | 8:30-3:30 | 20 | 45 | 2 |
| Ocala | 32 | ..... | 9:00-2:45 | 25 | 45 | 1 |
| Orlando | 32 | ..... | 8:00-1:30 | 20 | 45 | 2 |
| Palatka | 32 | ..... | 8:00-3:15 | 25 | 45 | ..... |
| Palmetto | 32 | ..... | 8:20-3:00 | 25 | 40 | ..... |
| Pensacola | 32 | ..... | 8:45-3:00 | 20 | 45 | 1 |
| Plant City | 32 | ..... | 8:30-2:30 | 20 | 45 | 2 |
| Punta Gorda | 32 | ..... | 8:30-3:00 | 25 | 45 | ..... |
| Quincy | 36 | ..... | 8:00-3:30 | 20 | 40 | 4 |
| St. Augustine | 36 | ..... | 8:00-1:45 | 20 | 45 | 2 |
| St. Petersburg | 32 | ..... | 8:20-1:25 | 20 | 45 | 4 |
| Sanford | 32 | ..... | 8:30-2:00 | 20 | 45 | 3 |
| Seabreeze | 32 | ..... | 8:15-3:00 | 16 | 40 | 1 |
| Tallahassee | 32 | ..... | 8:30-2:15 | 25 | 45 | 2 |
| Tampa | 32 | ..... | 8:30-2:30 | 20 | 52 | 3 |
| Wauchula | 32 | ..... | 8:30-3:00 | 20 | 45 | 2 |
| W. Palm Beach | 36 | ..... | 8:10-3:00 | 32 | 45 | 3 |

LENGTH OF SCHOOL TERM, ETC.

| <i>4-Yr. Irregular High Schools 1913-1914</i> | No. Weeks in School Year. | No. Hours per Day. | Time of Session. | No. Weekly Recitations by Pupils. | Length of Recitations. | Hours of Laboratory per Week. |
|---|------------------------------|-----------------------|---------------------|---|---------------------------|-------------------------------------|
| Apalachicola | 32 | ..... | 8:30-3:30 | ..... | ..... | ..... |
| Cocoa | 32 | ..... | 8:30-3:30 | 20 | 30 | 1 |
| Crescent City | 32 | ..... | 8:30-3:30 | 30 | 30 | ..... |
| Ft. Pierce | 32 | ..... | 8:30-4:00 | 20 | 40 | ..... |
| Jasper | 32 | ..... | 8:30-3:15 | 30 | 30 | ..... |
| Lake Butler | 32 | ..... | 8:20-3:00 | 20 | 40 | ..... |
| Marianna | 32 | ..... | 8:00-3:00 | 20 | 30 | ..... |
| Monticello | 32 | ..... | 8:30-2:00 | 20 | 45 | 1½ |
| New Smyrna | 32 | ..... | 8:30-3:00 | 20 | 40 | 2 |
| St. Cloud | 32 | ..... | 8:45-3:45 | 30 | 30 | ..... |
| Starke | 32 | ..... | 8:00-3:30 | 25 | 45 | 2 |
| Titusville | 32 | ..... | 8:25-3:30 | 30 | 30 | ..... |
| Webster | 32 | ..... | 8:30-3:00 | 25 | 45 | ..... |
| Zephyrhills | 32 | ..... | 8:00-3:00 | 25 | 30 | 2 |

*3-Year
High Schools
1913-1914*

| | | | | | | |
|-----------------------|----|-------|-----------|-------|-------|-------|
| Alachua | 32 | ..... | 8:00-3:30 | 24 | 30 | 1 |
| Delray | 36 | ..... | 8:00-3:10 | 20 | 40 | 2 2-3 |
| Dunnellon | 32 | ..... | 8:30-3:15 | 25 | 30 | ..... |
| Fernandina | 32 | ..... | 8:30-2:45 | 30 | 25 | 2 |
| Graceville | 32 | ..... | 8:30-3:50 | 20 | 40 | ..... |
| Greencove Springs ... | 32 | ..... | 8:30-3:00 | 30 | 30 | ..... |
| Largo | 32 | ..... | ..... | ..... | ..... | ..... |
| Sarasota | 32 | ..... | 8:30-3:30 | 20 | 40 | 3 |
| Tarpon Springs | 32 | ..... | 8:30-3:00 | 20 | 45 | 2 |
| Winterhaven | 32 | ..... | 8:45-3:15 | 20 | 30 | ..... |
| Winter Garden | 32 | ..... | ..... | ..... | ..... | ..... |

LENGTH OF SCHOOL TERM, ETC.

| <i>2-Year High Schools 1913-1914</i> | No. Weeks in School Year. | No. Hours per Day. | Time of Session. | No. Weekly Recitations by Pupils. | Length of Recitations. | Hours of Laboratory per Week. |
|--|------------------------------|-----------------------|---------------------|---|---------------------------|-------------------------------------|
| Apopka | 32 | ..... | 8:30-2:30 | 20 | ..... | ..... |
| Archer | 32 | ..... | 8:00-3:30 | 20 | 35 | ..... |
| Aucilla | 32 | ..... | 8:00-2:45 | 20 | 40 | 1 |
| Bowling Green | 32 | ..... | 8:00-3:00 | 30 | 30 | ..... |
| Boynton | 36 | ..... | 8:30-3:30 | 19 | 45 | ..... |
| Bethel | 32 | ..... | 8:20-3:20 | ..... | 35 | ..... |
| Bristol | 32 | ..... | 8:00-3:45 | 25 | 30 | ..... |
| Carrabelle | 32 | ..... | 8:15-3:00 | 25 | 30 | ..... |
| Chipley | 32 | ..... | 8:15-3:35 | 25 | 40 | ..... |
| De Land | 32 | ..... | 8:30-1:45 | 25 | 45 | ..... |
| Greenwood | 32 | ..... | 8:15-3:30 | 25 | 30 | ..... |
| Hastings | 32 | ..... | 8:00-3:00 | 30 | 30 | ..... |
| High Springs | 32 | ..... | 8:30-3:30 | 25 | ..... | ..... |
| Manatee | 32 | ..... | 8:30-3:45 | ..... | ..... | ..... |
| Mayo | 32 | ..... | 8:00-4:00 | 20 | 30 | ..... |
| Melbourne | 32 | ..... | ..... | ..... | ..... | ..... |
| Micanopy | 32 | ..... | 8:00-3:30 | 25 | 25 | ..... |
| Muscogee | 32 | ..... | 8:45-3:00 | 20 | 30 | ..... |
| Newberry | 32 | ..... | 8:00-4:00 | 25 | 35 | ..... |
| Trenton | 32 | ..... | 8:00-3:40 | 25 | 30 | ..... |
| Umatilla | 32 | ..... | ..... | ..... | ..... | ..... |
| Waldo | 32 | ..... | 8:15-3:30 | ..... | ..... | ..... |
| Williston | 32 | ..... | ..... | ..... | ..... | ..... |

HIGH SCHOOL TEACHERS' SALARIES (1913-1914).

| <i>Senior High Schools 1913-14</i> | Salary of Principal. | Salary of the First Assistant. | Average Salary of 2d, 3d., etc. Assistant. | Average Salary of Assistants. | Total of all the Salaries. | No. Assistants. |
|--|-------------------------|--------------------------------------|---|-------------------------------------|----------------------------------|-----------------|
| Arcadia | \$ 1,500 | \$ 800 | \$ 540 | \$ 670 | \$ 4,020 | 4 |
| Bartow | 1,500 | | | | 4,020 | 4 |
| Bradentown | 1,400 | 800 | 573 | 686½ | 3,920 | 5 |
| Brooksville | 1,200 | 600 | 520 | 560 | 2,840 | 3 |
| Clearwater | 1,200 | 800 | 693 | 746 | 4,080 | 4 |
| Dade City | 1,200 | 800 | 640 | 720 | 3,280 | 3 |
| Daytona | 1,200 | 720 | 620 | 670 | 3,160 | 3 |
| De Funiak Springs | 1,200 | 600 | 560 | 580 | 2,920 | 3 |
| Eustis | 1,000 | 480 | 480 | 480 | 1,960 | 2 |
| Ft. Lauderdale .. | 1,200 | 720 | 605 | 663 | 4,340 | 4 |
| Ft. Meade | 1,200 | 680 | 680 | 680 | 3,240 | 3 |
| Ft. Myers | 1,400 | 640 | 640 | 640 | 2,840 | 3 |
| Gainesville | 1,400 | 680 | 560 | 620 | 4,320 | 5 |
| Jacksonville | 2,700 | 1,800 | | | 19,157 | 16 |
| Key West | 1,280 | 720 | 580 | 650 | 3,760 | 4 |
| Kissimmee | 1,600 | 720 | 560 | 640 | 3,440 | 3 |
| Lake City | 1,400 | 640 | 560 | 600 | 2,600 | 2 |
| Lakeland | 1,800 | 680 | 680 | 680 | 4,520 | 4 |
| Leesburg | 1,000 | 560 | 520 | 540 | 2,180 | 2 |
| Live Oak | 1,280 | 800 | 520 | 660 | 3,120 | 3 |
| Madison | 1,200 | 1,200 | 850 | 1,025 | 4,100 | 3 |
| Miami | 2,000 | 1,000 | 866 | 933 | 11,665 | 11 |
| Mulberry | 1,320 | 680 | 680 | 680 | 2,680 | 2 |
| Ocala | 1,800 | 800 | 720 | 760 | 4,040 | 3 |
| Orlando | 1,800 | 640 | 586 | 613 | 4,200 | 5 |
| Palatka | 1,400 | 720 | 600 | 660 | 2,720 | 2 |
| Palmetto | 1,000 | | | | 2,000 | 2 |
| Pensacola | 1,575 | 1,200 | 680 | 940 | 6,175 | 6 |
| Plant City | 1,000 | 800 | 660 | 730 | 3,120 | 3 |
| Punta Gorda | 1,200 | 800 | 520 | 660 | 3,040 | 3 |
| Quincy | 1,800 | 1,125 | 720 | 923 | 3,645 | 3 |
| St. Petersburg .. | 1,200 | 800 | 780 | 790 | 8,240 | 9 |
| St. Augustine ... | 1,350 | 900 | 840 | 870 | 6,450 | 6 |
| Sanford | 1,800 | 880 | 640 | 760 | 5,240 | 5 |
| Seabreeze | 1,080 | 680 | 560 | 620 | 2,320 | 2 |
| Tallahassee | 1,500 | 600 | 600 | 600 | 3,300 | 3 |
| Tampa | 2,100 | 1,400 | 916 | 1,158 | 15,220 | 14 |
| Wauchula | 1,200 | 800 | 560 | 680 | 2,560 | 2 |
| W. Palm Beach... | 2,250 | 1,170 | 855 | 1,012 | 5,985 | 4 |
| Average | 1,440 | 822 | 635 | 708 | 4,641 | 4 |
| Total | \$56,235 | \$30,435 | \$ 30,075 | \$25,897 | \$ 181,077 | 169 |

HIGH SCHOOL TEACHERS' SALARIES (1913-1914).

| <i>Irregular 4-Yr High Schools 1913-14</i> | Salary of Principal. | Salary of the First Assistant. | Average Salary of 2d, 3d., etc. Assistant. | Average Salary of Assistants. | Total of all the Salaries. | No. Assistants. |
|--|-------------------------|--------------------------------------|---|-------------------------------------|----------------------------------|-----------------|
| Apalachicola | \$ 1,000 | \$ 520 | \$ 400 | \$ 460 | \$ 1,920 | 2 |
| Cocoa | 1,080 | 560 | ..... | 560 | 1,640 | 1 |
| Crescent City | 880 | 720 | ..... | 720 | 1,600 | 1 |
| Ft. Pierce | 1,000 | 600 | ..... | 600 | 1,600 | 2 |
| Jasper | 1,200 | 400 | 400 | 440 | 2,080 | 2 |
| Lake Butler | 1,000 | 600 | 500 | 550 | 2,100 | 2 |
| Marianna | 1,200 | 600 | ..... | 600 | 1,800 | 1 |
| Monticello | 1,200 | 520 | 520 | 520 | 2,240 | 2 |
| New Smyrna | 1,200 | 520 | 520 | 520 | 2,240 | 2 |
| St. Cloud | 710 | 560 | 440 | 500 | 1,710 | 2 |
| Starke | 1,120 | 600 | 560 | 580 | 2,280 | 2 |
| Titusville | 800 | 560 | ..... | 560 | 1,440 | 1 |
| Webster | 1,000 | 480 | 480 | 480 | 1,960 | 2 |
| Zephyrhills | 720 | 600 | 480 | 540 | 1,800 | 2 |
| Average | 1,008 | 566 | 477 | 545 | 1,886 | |
| Total | \$14,110 | \$ 7,920 | \$ 4,300 | \$ 7,630 | \$ 26,410 | 24 |

| <i>3-Year High Schools 1913-14</i> | Salary of Principal. | Salary of the First Assistant. | Average Salary of 2d, 3d., etc. Assistant. | Average Salary of Assistants. | Total of all the Salaries. | No. Assistants. |
|--|-------------------------|--------------------------------------|---|-------------------------------------|----------------------------------|-----------------|
| Alachua | \$ 1,000 | \$ 440 | \$..... | \$ 440 | \$ 1,440 | 1 |
| Delray | 900 | 675 | 675 | 675 | 2,250 | 2 |
| Dunnellon | 1,000 | 480 | ..... | 480 | 1,000 | 1 |
| Fernandina | 1,200 | ..... | ..... | ..... | 1,200 | 2 |
| Graceville | 1,000 | 600 | ..... | 600 | 1,600 | 1 |
| Green Cove Sp'gs. | 1,000 | 480 | ..... | 480 | 1,480 | 1 |
| Largo ..... | ..... | ..... | ..... | ..... | 1,000 | 1 |
| Sarasota | 1,200 | 600 | ..... | 600 | 1,800 | 1 |
| Tarpon Springs.. | 1,100 | 1,000 | 640 | 820 | 3,380 | 3 |
| Winter Haven... | 1,040 | 670 | ..... | 640 | 1,680 | 1 |
| Average | 1,049 | 614 | 657 | 591 | 1,759 | 1 |
| Total | \$ 9,440 | \$ 4,915 | \$ 1,315 | \$ 4,735 | \$ 16,830 | 14 |

HIGH SCHOOL TEACHERS' SALARIES (1913-1914).

| 2-Year High Schools 1913-14 | Salary of Principal. | Salary of the First Assistant. | Average Salary of 2d, 3d., etc. Assistant. | Average Salary of Assistants. | Total of all the Salaries. | No. Assistants. |
|-----------------------------------|-------------------------|--------------------------------------|---|-------------------------------------|----------------------------------|-----------------|
| Apopka | \$ 720 | \$ 480 | \$ | \$ | \$ 1,200 | 1 |
| Archer | 800 | ..... | ..... | ..... | 800 | ..... |
| Aucilla | 920 | 520 | ..... | ..... | 1,440 | 1 |
| Bowling Green .. | 900 | ..... | ..... | ..... | 900 | ..... |
| Boynton | 900 | ..... | ..... | ..... | 900 | ..... |
| Bethel | 720 | 400 | ..... | ..... | 1,120 | 1 |
| Bristol | 680 | 360 | ..... | ..... | 1,040 | 1 |
| Carabelle | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Chipley | 1,300 | 640 | ..... | ..... | 1,940 | 1 |
| De Land | 1,250 | 1,400 | 730 | 730 | 2,660 | 3 |
| Greenwood | 800 | ..... | ..... | ..... | 800 | ..... |
| Hastings | 800 | ..... | ..... | ..... | 800 | ..... |
| Highsprings | 800 | ..... | ..... | ..... | 800 | ..... |
| Manatee | 1,000 | 600 | ..... | ..... | 1,600 | 2 |
| Mayo | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Melbourne ..... | ..... | ..... | ..... | ..... | 800 | ..... |
| Micanopy | 640 | ..... | ..... | ..... | 640 | ..... |
| Muscogee | 800 | ..... | ..... | ..... | 800 | 1 |
| Newberry | 800 | ..... | ..... | ..... | 800 | ..... |
| Trenton | 1,000 | ..... | ..... | ..... | 1,000 | ..... |
| Umatilla ..... | ..... | ..... | ..... | ..... | 800 | ..... |
| Waldo | 800 | 440 | ..... | ..... | 1,240 | 1 |
| Williston ..... | ..... | ..... | ..... | ..... | 800 | ..... |
| Winter Garden .. | ..... | ..... | ..... | ..... | 1,000 | 1 |
| Average | 873 | 517 | 665 | 665 | 1,147 | ..... |
| Total | \$20,080 | \$ 5,170 | \$ 1,330 | \$ 1,330 | \$ 33,180 | 13 |

Summary
1913-1914

| | | | | | | |
|--------------------|----------|----------|-----------|----------|------------|-------|
| 2-Yr. High Schools | \$20,080 | \$ 5,170 | \$ 1,330 | \$ 1,330 | \$ 33,180 | 13 |
| 3-Yr. Schools | 9,440 | 4,915 | 1,315 | 4,735 | 17,830 | 14 |
| 4-Yr. Irregular... | 14,110 | 7,920 | 4,300 | 7,630 | 26,410 | 24 |
| Senior | 54,735 | 30,435 | 30,075 | 25,897 | 181,077 | 169 |
| Average ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | \$98,365 | \$47,440 | \$ 37,020 | \$39,492 | \$ 258,497 | 220 |

VOLUMES IN LIBRARIES.

| SENIOR SCHOOLS 1913-1914 | History. | Science. | General Literature. | Biography. | Reference. | Other Books. | Grand Total. | Value. | Library in Community. |
|--------------------------------|----------|----------|------------------------|------------|------------|--------------|--------------|----------|--------------------------|
| Arcadia | 125 | 75 | 150 | 25 | 70 | 150 | 595 | \$ 800 | No |
| Bartow | | | | | | | 400 | 400 | Yes |
| Bradentown | 82 | 25 | 117 | 8 | 107 | 30 | 369 | 400 | Yes |
| Brooksville | | | | | | | | 100 | Yes |
| Clearwater | 40 | 30 | 120 | 25 | 50 | 75 | 340 | 500 | Yes |
| Dade City | 84 | 111 | 220 | 50 | 46 | 2 | 574 | 700 | Yes |
| Daytona | 32 | 22 | 24 | 16 | 60 | 98 | 247 | 180 | Yes |
| De Funiak Springs | 28 | 13 | 254 | 33 | 45 | 9 | 282 | 300 | Yes |
| Eustis | 5 | 7 | 12 | 16 | 20 | 72 | 122 | 102 | Yes |
| Ft. Lauderdale | 27 | 10 | 10 | | 7 | | 54 | 50 | No |
| Ft. Meade | | | | 8 | 80 | | 88 | 200 | No |
| Ft. Myers | 45 | 12 | 190 | 6 | 29 | 8 | 290 | 300 | Yes |
| Gainesville | 60 | 30 | 159 | 8 | 190 | 14 | 640 | 425 | Yes |
| Jacksonville | 180 | 50 | 220 | 55 | 90 | 50 | 645 | 1,000 | Yes |
| Key West | 48 | 45 | 627 | 26 | 86 | 44 | 876 | 400 | Yes |
| Kissimmee | 70 | 20 | 50 | 10 | 30 | 270 | 450 | 500 | Yes |
| Lake City | 100 | 25 | 800 | 25 | 25 | 100 | 1,075 | 2,000 | No |
| Lakeland | 10 | 1 | | | | | | 400 | No |
| Leesburg | 14 | 10 | 100 | 8 | 75 | 50 | 253 | 400 | Yes |
| Live Oak | 65 | 10 | 50 | 10 | 50 | | 185 | 100 | Yes |
| Madison | 50 | 50 | 250 | 50 | 100 | 700 | 1,200 | 1,000 | Yes |
| Miami | 60 | 12 | 100 | 10 | 20 | 100 | 302 | 500 | Yes |
| Mulberry | | | | | | | | | |
| Ocala | 88 | 55 | 375 | 10 | 47 | 20 | 595 | 1,000 | Yes |
| Orlando | 70 | 10 | 260 | 10 | 185 | 100 | 635 | 300 | Yes |
| Palatka | | | | | 10 | 50 | 60 | 75 | Yes |
| Palmetto | | | 10 | | 10 | 40 | 60 | 100 | Yes |
| Pensacola | 78 | 30 | 185 | 25 | 25 | 39 | 382 | 700 | Yes |
| Plant City | 30 | 6 | 30 | 6 | 50 | 3 | 125 | 250 | No |
| Quincy | 40 | | | | | | 512 | 600 | No |
| St. Augustine | | | | 25 | 50 | 425 | 500 | 500 | Yes |
| Sanford | 85 | 75 | 200 | 45 | 22 | 181 | 608 | 500 | Yes |
| Seabreeze | 90 | 16 | 83 | 5 | 16 | 14 | 224 | 300 | Yes |
| Tallahassee | 110 | 105 | 210 | 60 | 130 | 100 | 715 | 1,025 | Yes |
| Tampa | 100 | 45 | 300 | 55 | 250 | | 750 | 800 | No |
| Wauchula | 25 | 15 | 150 | 50 | 25 | | 650 | 250 | No |
| W. Palm Beach | 160 | 60 | 190 | 140 | 3 | 100 | 620 | 800 | Yes |
| Average | | | | | | | 422 | 498 | |
| Total | 2,021 | 976 | 5,469 | 826 | 2,033 | 3,040 | 15,965 | \$19,717 | |

4-YEAR
IRREGULAR
HIGH SCHOOLS
1913-1914.

| | | | | | | | | | |
|---------------------|----|----|-----|-----|-----|-----|---------|-------|-----|
| Apalachicola | 10 | | 100 | 4 | 17 | 4 | 135 | 65 | No |
| Cocoa | | | | | | | 200 | | Yes |
| Crescent City | | | | | | | | | Yes |
| Ft. Pierce | | | | | | | | | Yes |
| Jasper | 20 | 5 | | | 24 | 50 | 100 | 100 | No |
| Marianna | | | 13 | | 5 | 4 | 22 | 45 | No |
| Monticello | | | | | | | 300 | 75 | No |
| New Smyrna | | | 115 | 5 | 40 | 20 | 180 | 175 | Yes |
| St. Cloud | 5 | | 5 | | 1 | | 11 | 16 | Yes |
| Starke | | | | | | | 200 | 100 | No |
| Titusville | | | 20 | 40 | 20 | 100 | 180 | 150 | No |
| Webster | 20 | | 100 | 100 | 30 | 50 | 300 | 200 | No |
| Zephyrhills | | | | | | | | 75 | Yes |
| Average | | | | | | | 117 | 109 | |
| Total | 85 | 17 | 446 | 350 | 168 | 228 | \$1,294 | 1,201 | |

VOLUMES IN LIBRARIES.

| 3-YEAR HIGH SCHOOLS 1913-1914 | History. | Science. | General Literature. | Biology. | Reference. | Other Books. | Grand Total. | Value. | Library in Community. |
|-------------------------------------|----------|----------|------------------------|----------|------------|--------------|--------------|--------|--------------------------|
| Alachua | 14 | 4 | 17 | 14 | 10 | 5 | 45 | \$15 | Yes |
| Delray | | | 15 | | 29 | | 44 | 25 | Yes |
| Dunnellon | | | | | | | | | No |
| Fernandina | | | | | | | | | Yes |
| Graceville | | | | | | | | | No |
| Green Cove Springs | | | | | | | | | Yes |
| Largo | | | | | | | 75 | 75 | |
| Sarasota | | | | | | | | 150 | Yes |
| Tarpon Springs | | | | | | 10 | 30 | 150 | Yes |
| Winterhaven | | | 75 | | 10 | 25 | 110 | 100 | Yes |
| Average | | | | | | | 57 | 88 | |
| Total | 14 | 4 | 107 | 14 | 49 | 40 | 304 | \$515 | |

2-YEAR
HIGH SCHOOLS
1913-1914

| | | | | | | | | | |
|---------------------|-----|----|-----|----|-----|-----|---------|-------|-----|
| Apopka | | | 350 | | | | \$ 350 | 100 | Yes |
| Archer | | | | | | | | | No |
| Bowling Green | | | 96 | 12 | 50 | | 233 | 175 | No |
| Boynton | 75 | | | | | | | | No |
| Bethel | 15 | | | | 21 | | 36 | 75 | No |
| Bristol | 10 | | | 6 | 10 | 25 | 51 | 50 | No |
| Carabelle | | | | | 30 | | 30 | 60 | No |
| Chipley | | | | | | | | | |
| De Land | 25 | 18 | 150 | 20 | 40 | 25 | 274 | 300 | Yes |
| Greenwood | | | | | | | | | No |
| Hastings | | | | | 10 | | | 15 | Yes |
| High Springs | 24 | | 25 | 5 | 40 | | 94 | 100 | No |
| Manatee | | | | | 20 | | 20 | 20 | No |
| Mayo | | | | | | | | | No |
| Melbourne | | | | | | | | | Yes |
| Micanopy | | | 40 | | 20 | | 60 | 60 | No |
| Muscogee | 10 | 3 | | 10 | 30 | 200 | 253 | 200 | No |
| Newberry | 1 | | | | 7 | | 8 | 25 | No |
| Trenton | | | | | | | | | No |
| Umatilla | | | | | | | 55 | 50 | No |
| Waldo | 27 | 3 | 53 | 6 | 35 | 126 | 250 | 400 | No |
| Winter Garden | | | | | | | | 40 | No |
| Williston | | | | | | | | | |
| Average | | | | | | | 146 | 122 | |
| Total | 187 | 29 | 864 | 89 | 314 | 416 | \$1,899 | 1,705 | |

SUMMARY
1913-1914

| | | | | | | | | | |
|-----------------------|-------|-------|-------|-------|-------|-------|--------|--------|-----|
| 2-Yr. Schools | 187 | 29 | 864 | 89 | 314 | 416 | 1,899 | 1,705 | ... |
| 3-Yr. Schools | 14 | 4 | 167 | 14 | 49 | 40 | 229 | 440 | ... |
| 4-Yr. Irregular | 85 | 17 | 446 | 550 | 168 | 228 | 1,294 | 1,201 | ... |
| Senior | 2,021 | 976 | 5,469 | 826 | 2,033 | 3,040 | 15,965 | 19,717 | ... |
| Average | | | | | | | | | ... |
| Total | 2,307 | 1,026 | 6,946 | 1,479 | 2,564 | 3,724 | 19,387 | 23,163 | ... |

VALUE OF LABORATORIES.

| SENIOR SCHOOLS 1913-1914. | Special Rooms. | Physics. | Chemistry. | Botany. | Biology. | Phys. Geog. | Domestic Science. | Commercial Course. | Manual Training. | Agriculture. | Total Value. |
|---------------------------------|-------------------|----------|------------|---------|----------|-------------|----------------------|-----------------------|---------------------|--------------|-----------------|
| Arcadia | Yes | \$ 400 | \$ 190 | | | | | | | | \$ 500 |
| Bartow | Yes | | | | | | | | | | 600 |
| Bradentown | Yes | 300 | 500 | | | | 350 | 200 | | | 1,485 |
| Brooksville | Yes | 200 | | 60 | | 30 | | | | 50 | 240 |
| Clearwater | Yes | 350 | | 300 | | 85 | 800 | | 800 | | 2,335 |
| Dade City | Yes | 500 | 600 | 50 | | 25 | 30 | | 40 | | 1,200 |
| Daytona | Yes | 400 | 200 | | 125 | | 900 | | | | 1,625 |
| De Funiak Spgs. | Yes | 150 | 100 | 50 | | 10 | | | | | 300 |
| Eustis | No | 120 | | 4 | 30 | | | | | 10 | 164 |
| Ft. Lauderdale | Yes | | 40 | | | | | | | | 40 |
| Ft. Meade | Yes | | | | | | | | | | 500 |
| Ft. Myers | Yes | 275 | | 50 | 25 | | | | | | 350 |
| Gainesville | Yes | 250 | | | 100 | 100 | | | | | 450 |
| Jacksonville | Yes | | | | | | | | | | 4,000 |
| Key West | Yes | 80 | 150 | | 20 | 10 | | | | | 260 |
| Kissimmee | Yes | 350 | 100 | 15 | 50 | 10 | | | | | 525 |
| Lake City | Yes | 400 | 200 | 50 | 50 | 50 | | | | | 750 |
| Lakeland | Yes | 500 | 400 | 100 | | | | | | | 1,000 |
| Leesburg | Yes | 175 | 75 | | | | | | | | 250 |
| Live Oak | Yes | 125 | 175 | | | | | | | | 300 |
| Madison | No | | | | | | | | | | 150 |
| Miami | Yes | 100 | 500 | | 200 | | 1,000 | 2,500 | | | 4,300 |
| Mulberry | Yes | 50 | 150 | | 40 | | | | | | 240 |
| Ocala | Yes | 250 | | 50 | 50 | 50 | | | | | 400 |
| Orlando | Yes | 400 | | | 100 | | | | | | 500 |
| Palatka | Yes | 500 | 50 | 15 | | 10 | | | | | 575 |
| Palmetto | Yes | 300 | 500 | | | | 200 | | | | 1,000 |
| Pensacola | Yes | 300 | 150 | 50 | 50 | 50 | 100 | 700 | | | 1,400 |
| Plant City | No | 150 | 50 | | | | | | | | 200 |
| Punta Gorda | No | 150 | 20 | 10 | 20 | | | | | | 200 |
| Quincy | Yes | 300 | 270 | | | | | | | | 570 |
| St. Augustine | Yes | 250 | 300 | 50 | | 50 | | 300 | | | 950 |
| St. Petersburg | Yes | 250 | 250 | | 50 | | 3,000 | | 7,000 | | 10,550 |
| Sanford | Yes | 500 | 200 | 50 | 50 | | | | | | 800 |
| Seabreeze | Yes | 150 | 125 | 10 | 30 | | | | 25 | | 340 |
| Tallahassee | Yes | 300 | 325 | 100 | 200 | 100 | 600 | | | | 1,625 |
| Tampa | Yes | 1,000 | 1,000 | 200 | | | 500 | | 1,600 | | 4,300 |
| Wauchula | Yes | 350 | | | 50 | 50 | | 100 | | 25 | 575 |
| W. Palm Beach | Yes | 700 | 800 | | 400 | | 1,800 | | | | 3,700 |
| Total | | 10,585 | 7,180 | 1,234 | 1,640 | 650 | 9,280 | 3,800 | 9,465 | 85 | \$49,169 |

VALUE OF HIGH SCHOOL PROPERTY.

| <i>Senior High Schools 1913-1914</i> | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of Library. | Number of Volumes in Library. |
|--|---|---------------------------------------|----------------------|-------------------------------------|
| Arcadia | \$ 30,000 | \$ 500 | \$ 800 | 595 |
| Bartow | | 600 | 400 | 400 |
| Bradentown | 46,000 | 1,485 | 400 | 369 |
| Brooksville | 13,000 | 240 | 100 | 100 |
| Clearwater | 40,000 | 2,335 | 500 | 340 |
| Dade City | 18,000 | 1,200 | 700 | 574 |
| Daytona | 50,000 | 1,625 | 180 | 247 |
| De Fun'ak Springs..... | 22,000 | 300 | 300 | 282 |
| Eustis | 12,000 | 164 | 102 | 122 |
| Ft. Lauderdale | 10,000 | 40 | 50 | 54 |
| Ft. Meade | 26,000 | 500 | 200 | 88 |
| Ft. Myers | 60,000 | 350 | 300 | 290 |
| Gainesville | 115,000 | 450 | 425 | 461 |
| Jacksonville | 125,000 | 4,000 | 1,000 | 645 |
| Key West | 50,000 | 260 | 400 | 876 |
| Kissimmee | 15,000 | 525 | 500 | 450 |
| Lake City | 40,000 | 750 | 2,000 | 1,750 |
| Lakeland | 25,000 | 1,000 | 400 | 400 |
| Leesburg | 10,000 | 250 | 400 | 253 |
| Live Oak | 10,500 | 300 | 100 | 185 |
| Madison | 15,000 | 1,501 | 1,000 | 1,200 |
| Miami | 75,000 | 4,300 | 500 | 302 |
| Mulberry | 30,000 | 240 | | |
| Ocala | 15,000 | 400 | 1,000 | 595 |
| Orlando | 30,000 | 500 | 300 | 635 |
| Palatka | 10,000 | 575 | 75 | 60 |
| Palmetto | 30,000 | 1,000 | 100 | 60 |
| Pensacola | 40,000 | 1,400 | 700 | 382 |
| Plant City | 20,000 | 200 | 250 | 125 |
| Punta Gorda | 10,000 | 200 | 250 | 287 |
| Quincy | 27,000 | 570 | 600 | 512 |
| St. Augustine | 75,000 | 950 | 500 | 500 |
| St. Petersburg | 75,000 | 550 | 1,200 | 1,200 |
| Sanford | 35,000 | 800 | 500 | 608 |
| Seabreeze | 11,300 | 340 | 300 | 224 |
| Tallahassee | | 1,625 | 1,025 | 750 |
| Tampa | 75,000 | 4,300 | 800 | 750 |
| Wauchula | 20,000 | 575 | 250 | 265 |
| W. Palm Beach | 50,000 | 3,700 | 800 | 620 |
| Average | 34,966 | 1,041 | 489 | 454 |
| Total | \$ 1,460,800 | \$ 38,745 | \$ 19,507 | 17,556 |

VALUE OF HIGH SCHOOL PROPERTY.

| <i>Irregular 4-Yr. High Schools 1913-1914</i> | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of Library. | Number of Volumes in Library. |
|---|---|---------------------------------------|----------------------|-------------------------------------|
| Apalachicola | \$ 10,000 | \$ ..... | \$ ..... | ..... |
| Cocoa | 10,000 | 250 | 200 | 200 |
| Crescent City | 8,000 | ..... | ..... | ..... |
| Fort Pierce | 11,000 | 150 | ..... | ..... |
| Jasper | 4,000 | ..... | 100 | 100 |
| Lake Butler | 15,000 | ..... | 200 | 189 |
| Marianna | 25,000 | 243 | 45 | 22 |
| Monticello | 20,000 | 110 | 75 | 300 |
| New Smyrna | 10,000 | 150 | 175 | 180 |
| St. Cloud | 9,100 | 600 | 16 | 11 |
| Starke | 4,000 | 200 | 100 | 200 |
| Titusville | 2,000 | ..... | 150 | 180 |
| Webster | 16,000 | ..... | 200 | 300 |
| Zephyrhills | 5,000 | ..... | 75 | 75 |
| Average | 11,009 | 243 | 113 | 168 |
| Total | \$ 149,100 | \$ 1,703 | \$ 1,236 | 1,964 |

*3-Year
High Schools*

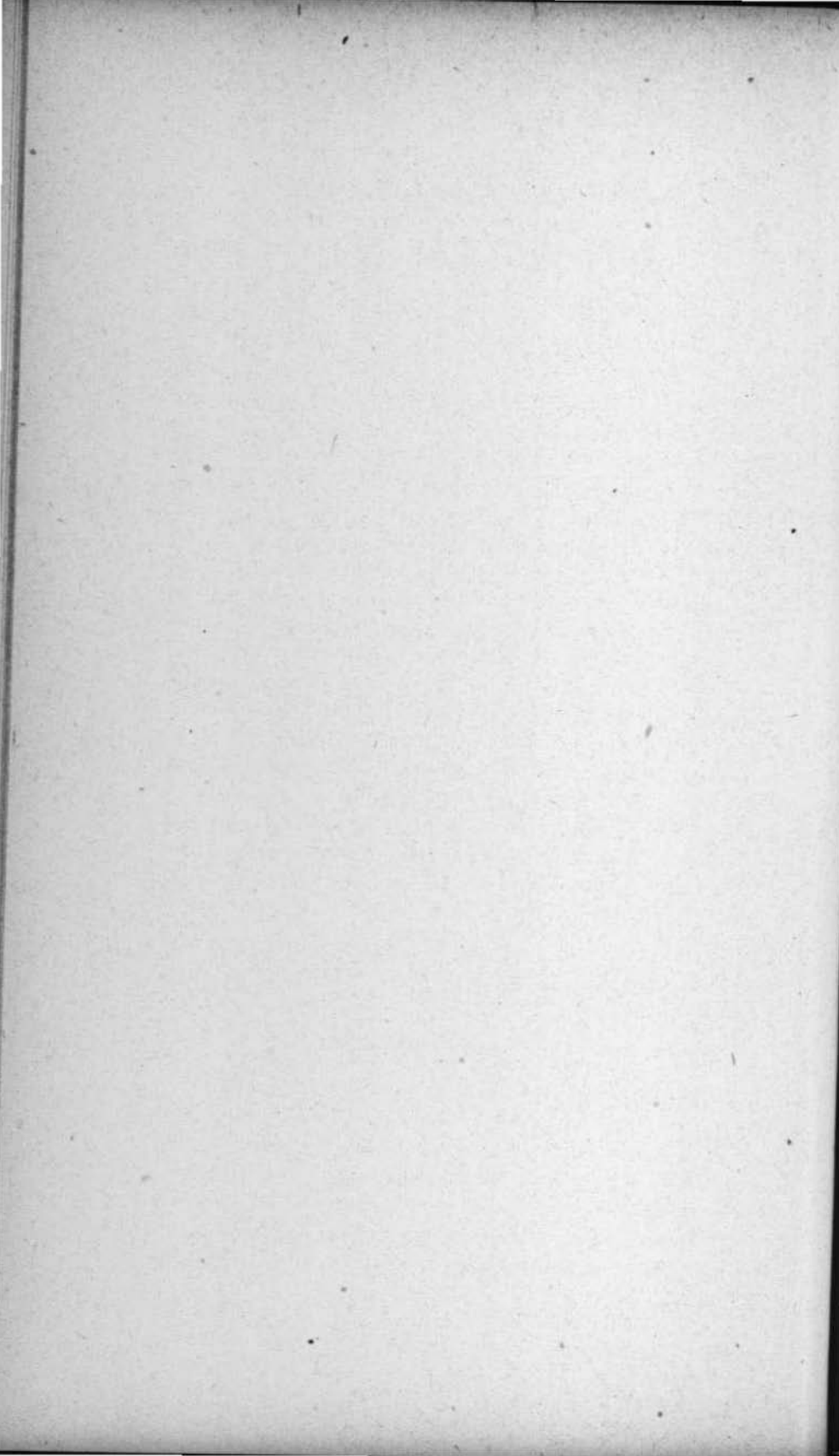
| | | | | |
|--------------------------|------------|----------|--------|-------|
| Alachua | \$ 11,000 | \$ 180 | \$ 15 | 45 |
| Delray | 20,000 | 775 | 25 | 44 |
| Dunnellon | 16,000 | 170 | ..... | ..... |
| Fernandina | 12,800 | 125 | ..... | ..... |
| Graceville | 12,000 | ..... | ..... | ..... |
| Green Cove Springs | 12,000 | ..... | ..... | ..... |
| Largo | 5,000 | ..... | 100 | 100 |
| Sarasota | 25,000 | 300 | 150 | ..... |
| Tarpon Springs | 25,000 | 975 | 150 | 30 |
| Winter Haven | 5,000 | 10 | 100 | 110 |
| Average | 15,750 | 362 | 88 | 57 |
| Total | \$ 143,000 | \$ 2,535 | \$ 540 | 329 |

VALUE OF HIGH SCHOOL PROPERTY.

| 2-Year High Schools 1913-1914 | Value of Property, Including Equipments. | Value of Laboratory Equipments. | Value of Library. | Number of Volumes in Library. |
|-------------------------------------|---|---------------------------------------|----------------------|-------------------------------------|
| Apopka | \$ 4,500 | \$ | \$ | 350 |
| Archer | 500 | ..... | ..... | ..... |
| Aucilla | 4,000 | ..... | 125 | 226 |
| Bowling Green | 1,000 | 5 | ..... | ..... |
| Boynton | 1,600 | ..... | 175 | 233 |
| Bethel | 800 | ..... | 75 | 36 |
| Bristol | 4,000 | ..... | 50 | 51 |
| Carrabelle | 3,000 | ..... | 60 | 30 |
| Chipley | 12,000 | ..... | ..... | ..... |
| De Land | 25,000 | ..... | 300 | 274 |
| Greenwood | 5,000 | ..... | ..... | ..... |
| Hastings | 8,000 | ..... | 15 | ..... |
| High Springs | 8,000 | ..... | 100 | 94 |
| Manatee | 4,000 | 205 | 20 | 20 |
| Mayo | 10,000 | ..... | ..... | ..... |
| Melbourne | 2,100 | ..... | ..... | ..... |
| Micanopy | 8,000 | 11 | 60 | 60 |
| Muscogee | 5,000 | ..... | 200 | 253 |
| Newberry | 6,500 | 20 | 25 | 8 |
| Trenton | 2,500 | 5 | ..... | ..... |
| Umatilla | 8,000 | ..... | ..... | ..... |
| Waldo | 5,600 | ..... | 400 | 250 |
| Williston | 3,000 | ..... | ..... | ..... |
| Winter Garden | 6,000 | ..... | ..... | ..... |
| Average | 5,196 | 66 | 119 | 150 |
| Total | \$ 140,500 | \$ 531 | \$ 1,785 | 2,256 |

(Summary)
1913-1914

| | | | | |
|-----------------------|--------------|-----------|-----------|--------|
| 2-Yr. Schools | \$ 140,500 | \$ 531 | \$ 1,785 | 2,256 |
| 3-Yr. Schools | 143,000 | 2,535 | 440 | 229 |
| 4-Yr. Irregular | 149,100 | 1,703 | 1,136 | 1,682 |
| Senior | 1,460,800 | 32,285 | 18,107 | 15,456 |
| Average ..... | ..... | ..... | ..... | ..... |
| Total | \$ 1,893,400 | \$ 37,054 | \$ 21,468 | 19,623 |



CHAPTER VI.

RURAL SCHOOL INSPECTORS.

This Chapter is given up entirely to the reports of the two Rural School Inspectors.

The Legislature of 1913, upon recommendation of the State Superintendent, passed an Act, Chapter 6539, creating these Inspectors, prescribing their duties and providing for their maintenance in the following words:

Part of Section Creating Them.—"Two Rural School Inspectors are hereby created by this Act who shall be appointed by the Governor upon the nomination of the State Superintendent of Public Instruction and shall hold their positions subject to the State Board of Education. It shall be the duty of each of these Inspectors to devote all of his time and attention to the work of visiting and supervising rural schools, and shall perform such educational work, when the rural schools are not in operation, as may be required of them by the State Board of Education, and shall work under the direction and advice of the State Superintendent of Public Instruction to whom reports shall be made as required."

The Act provided a salary of \$2,000 and \$1,250 for traveling expenses of each of them—total cost of both \$6,500.

APPOINTEES.

This Act went into effect immediately upon the signature of the Governor. The State Superintendent nominated, and the Governor appointed to these positions Ex-Superintendent of Schools of Levy County, S. Phillips, of Williston, and Captain George M. Lynch, of Gainesville, who had held the position for a year or more, of State

Inspector of Elementary Rural Schools. The latter position was established and sustained by a donation from the Southern Educational Board. Both entered upon the discharge of their duties July 1st, 1913.

WISE LEGISLATION.

The creation of the Rural School Inspectors, both from a theoretical standpoint and judging from subsequent experience, was a wise piece of legislation and the money is well invested. It is believed and sincerely hoped that subsequent legislatures will continue to provide for these positions. Every State in the Union, with few exceptions, has created similar offices and endorsed the movement as one of the wisest steps ever made for the betterment of the rural schools. These schools in the past have been most neglected, and the question of improving their condition has been a serious problem for all school administrations.

WEEKLY REPORTS.

Both Inspectors have worked under the direction of the State Superintendent, and have made weekly reports to him, now on file in the office. Judging from these reports, and the many commendations passed upon their work, made both verbally and by letter to the State Superintendent by prominent individuals, County Superintendents and other school officers, authorizes him in saying that both these Inspectors have rendered valuable service to the cause of education where most needed in the rural schools of the State. The State Superintendent firmly believes that it would be unwise not to provide liberally for the continuance of these positions.

A SUPERVISOR OF NEGRO SCHOOLS NEEDED.

A similar Agent of the State Department is needed to look after the schools for negroes, thousands of dollars

being expended on negro schools is practically wasted through lack of constant supervision of these schools. It is believed that many times his cost would be conserved to the negro schools of the State if a suitable Supervisor was sent into the counties to check up, inspect, and report the conditions of negro schools. The present Supervisors were used one week each for this service in the negro schools of Leon County, where it was suspected that much indifference in the conduct of the schools and either ignorance or down-right dishonesty existed in the keeping of records and in the making of reports. Both of these Inspectors reported such was the case, resulting in the cancellation of the certificates of some teachers who were knowingly filing fraudulent reports, and a reprimand and warning was given to others. This same state of things exists, to a greater or less degree, among negro schools in many other counties, causing those counties to draw a larger proportion of the Interest Fund and One Mill Tax than is justly due them.

SCHOOL OFFICERS WOULD CONTINUE THIS SERVICE.

Judging from the reports from various school officers, except possibly a few criticized rather severely by these Inspectors, many leading citizens, and school patrons in general in counties reached by these Inspectors, it is boldly asserted that they would vote unanimously to continue the work of these Inspectors. School Superintendents and School Boards, where they have visited have been instructed, directed and enlivened through their instrumentality.

GENERAL SCHOOL SUPERVISION NOT SUFFICIENTLY PROVIDED FOR.

The State expended for the school year 1913-14 \$2,769,335.27—more than two and three-quarter millions of dol-

lars—for the common public schools alone. This expenditure bids fair to exceed three millions the present school year. The State Superintendent, who is in position to look at this question from every side, is convinced that too little general expert supervision is provided for such a vast outlay of money. Leaving out of consideration the vastly more important educational side of the question, and considering it from a purely financial side, it is believed that the wisest thing the State could do would be to provide more than double the limited amount now being expended for school supervision. It is absolutely impossible for the State Superintendent, with a small office force, to give to the schools, graded and high, in counties and cities, the exact kind and amount of supervision of which the schools stand in such urgent need. It is admitted that we have County Superintendents, but many of them in the larger counties, like the State Superintendent, are overwhelmed with a multitude of labors and responsibilities which render it utterly impossible for them to do all that they know should be done; on the other hand, many County Superintendents have time and disposition to do more than they are doing, but they stand in need of direction, encouragement, awakening and inspection, which more experienced Inspectors or Supervisors are prepared to give.

THE WISDOM OF THE BUSINESS WORLD.

It is not believed that any business enterprise in the world stands more in need of constant and wise supervision than the school business, and there is no business enterprise that can be found which adds yearly three millions more to its invested capital but that expends *five times* as much in general expert supervision as is expended upon the schools of Florida. The State not only has millions already invested in her public schools, but is adding now yearly three millions more—a constantly increasing

amount— hence it seems to be wise to look well to the conservation of such large outlay.

The cost of many a school in the State is absolutely wasted because it is not wisely and persistently looked after; many a school officer is practically a failure because he stands in need of someone to come and direct him, tell him what to do and the best way to proceed.

The faith of the State Superintendent in the wisdom of the Legislature of Florida is so great that he believes it may be relied upon to continue this branch of school service, and to provide any other agency to secure the greatest value out of the present yearly outlay of so enormous a sum.

The reports of Inspectors Phillips and Lynch follow in order, and they speak for themselves.

REPORT OF S. PHILLIPS.

Williston, Fla., January 1, 1915.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—I have the honor to report briefly upon my work as Rural School Inspector of the State for the period of time covering the scholastic year of 1913-1914 and half of the scholastic year 1914-1915, or from date of appointment, July, 1913, to January, 1915.

At the outset we realized the propriety as well as necessity of securing the co-operation of County Superintendents and members of School Boards in the work which, primarily, had for its aim the elevation of standards and for its purpose the awakening of a greater school conscience among the rural people. To this end we have invoked the plan of holding community meetings and addressing the people upon lines calculated to arouse deeper interest in their schools.

So long as people follow preconceived notions and individual ideas it needs no argument to demonstrate the necessity of first getting these ideas and notions fixed upon a clear understanding of the requirements of any type of school that proposes to train the youth of our rural life. The law that enables us to trace a condition to its source gives us a working hypothesis in trying to improve rural life through the instrumentality of its schools; for the public school is a reflex rather of the standards of the people in that locality, so much so that a school is of no better grade or kind than the average of a community's personality. No greater force may be invoked than the power which comes from a change of ideas and viewpoint through a new insight into the meaning and purposes of education. The obvious cause of much of the indifference towards schools is from low ignorance, but the real cause is from a lack of proper viewpoint and contact. Men everywhere would be willing to put as much cost in schooling a child as furnishing shoes for his feet if the true value of the one was as apparent as the real necessity of the other. Every country boy and girl should have the fullest opportunity to develop into an intelligent citizen, and a definite plan for encouraging this class of our citizenry should receive the first consideration of our school boards. No class of people need the influence and guidance of real leaders more than those who live in the country, found as they are in scattered and disunited units.

Towns and cities can at all times furnish men who know how to plan, systematize and concentrate their local forces; the country, for manifest reasons, is not so well situated, and hence the greater necessity for a campaign of education to get men to unite in school improvement. To arouse the interest of people and ambition of children is therefore one aim we keep constantly before us in all our work and public talks.

So long as school authorities regard the public schools of their respective counties as unrelated units and man-

age and supervise only so far as to satisfy the law; so long as there is no programme adopted that shall arouse interest beyond the terms of a contract with teacher and the carrying out of a course of study; so long as there is no central head to judge accurately, manage economically, plan broadly and sympathize humanly—so long will the true function of our public school be lost to the State, the children and our economic life. It is not in accord with progress than a school should be held down to the level of conditions of forty years ago and refuse to yield to the demands of the present because of local sentiment that wishes to perpetuate the ideas and practices of the "old school." Neither is it just to that large element who live in the country to be compelled to carry out the same plan and scope of education that is made and fixed for city life. There should be a quality and kind of work done in rural schools differing from that done in the city schools, and the task set before the rural teacher should differ essentially from that of the city teacher. The rural school has not the influence it should have. One of the chief reasons lies in the fact that the course of study is ill-adapted to rural life in all its relations. The elementary school must, if it fulfills its highest purpose, minister to the needs of the community in which it resides. To do this a course of study co-ordinated with rural life is needed, together with a teacher trained to put in operation the work that the country needs. The teacher should be required to have a working knowledge of nature study, elementary principles of practical agriculture, sanitary science and hygiene, domestic economy and practical principles and problems of elementary chemistry and physics as applied in the study of these subjects.

The formal training of most boys and girls end with the rural schools, and distinctive training should be given pupils of rural schools for their life's work, the practical side predominating.

The country boy and girl, lacking as they usually are in

means of going out to further add to their education by travel, contact and study, need the inspiration of a broader education than that supplied by five or six textbooks and taught by a third grade teacher whose chief claim upon the position he holds lies in the fact of not missing more than three questions in ten upon examination.

Back of this condition and closely connected with it is a further lamentable fact that these boys and girls do not remain in school long enough to more than complete a sixth grade, and during the progress of the school session are not found in actual daily attendance much more than 70 days out of a hundred; 40% have left by the time they are fourteen years old; 70% by the time they are fifteen; 85% by the time they are eighteen. The period from fourteen to eighteen years of age is one in which the boy or girl is finding himself and setting up standards which will largely determine his or her future career, and it is important that he should continue in school longer or at least be given that kind of education which will direct his life and prepare him in the essentials of his chosen career.

Still further back of these foregoing facts we find schools poorly equipped with apparatus, the building itself of an old antiquated type, unpainted, poorly lighted and ventilated, uncomfortable either in summer or winter, no pictures, no window shades or curtains, cheerless and uninviting. Too frequently these children come from homes where the same conditions and surroundings prevail. If the school is to be a factor in changing and developing country life no greater fight can be made than right upon the proposition to give the country schools better teachers, better buildings, cleaner surroundings and a different content of education. Why reserve to the children of town schools the sole right to enjoy the benefits of all the excellencies and give to the children of the country the unprepared, untrained teacher and surround-

ed with the dreary, comfortless conditions usually permitted by school authorities and parents. Few realize the magnitude of the rural education problem now before us. Attention in all States is now turning towards the neglected schools of the open country. As I view the situation, there are three distinct lines or departments of work set out for those who are to assume control and leadership in our public schools.

First: There should be formulated a programme for general adoption for school authorities of plans for an educational campaign in each county, in order to stimulate the people in school pride and to arouse them to provide better school buildings, better teachers and longer terms. This programme should not leave out of consideration the broadening of view points of school authorities themselves.

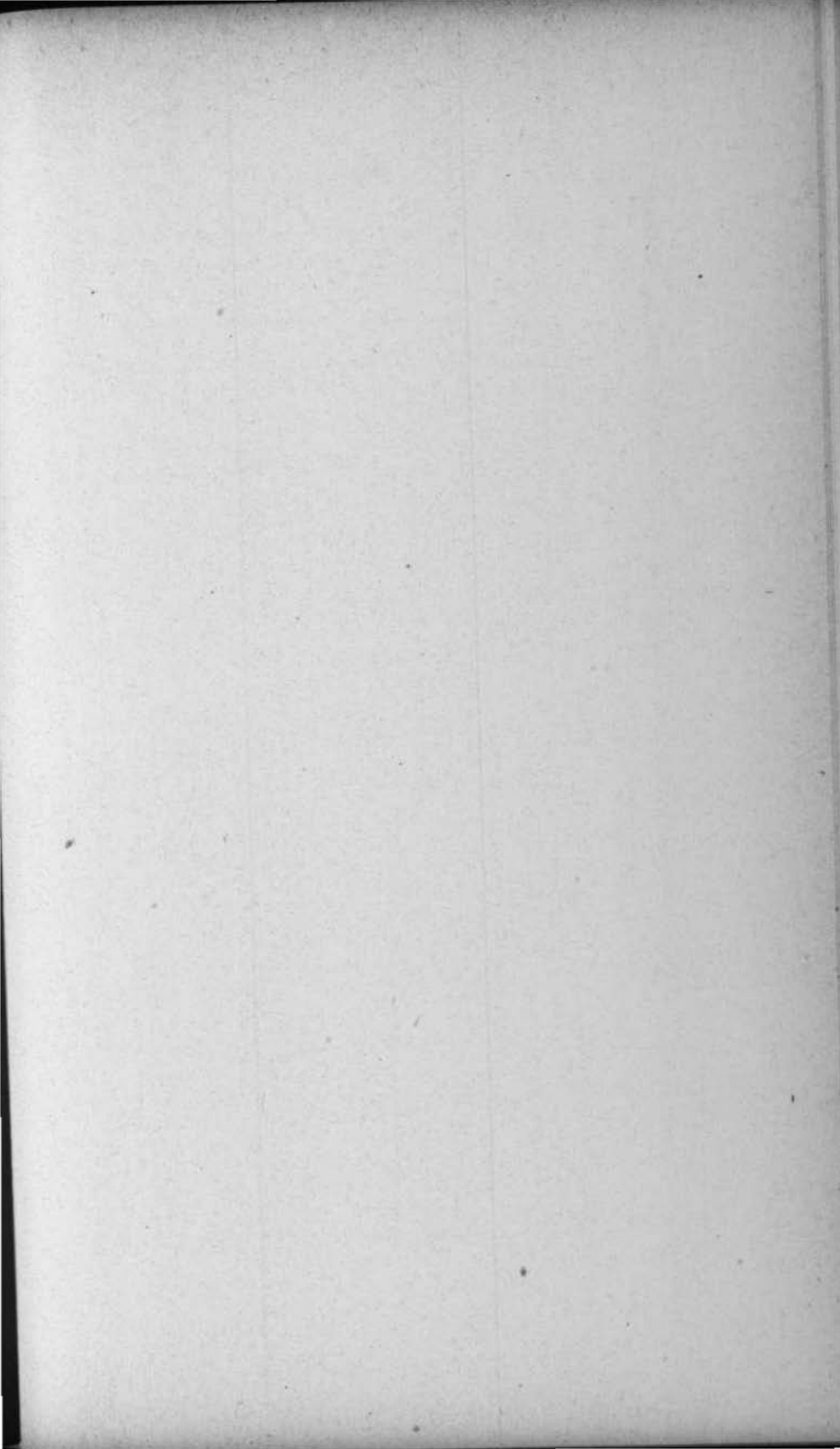
Secondly: To modernize the course of study so as to provide those distinctive elements and furnish the material forms of practical education which will at once differentiate the country from the city content of education.

Thirdly: The proper training of teachers for the work of the modernized rural schools. The country school will not reach the position of efficiency that belongs to it until a distinctive training is required of the teachers. Inexperienced teachers are frequently forced into the country not because they so desire but because the city will accept only those with training and some experience; and too frequently the brightest and best minds in the country, after some experience and further educational advantages, are called to the city. There is no rhyme or reason, except for lack of money, in compelling young teachers to gain their ex-

perience by main strength and awkwardness at the expense of the country boy and girl upon whom they practice for a season before receiving their "call" to the town or city.

The Canning Club or Domestic Science class for girls and the Corn Club or Manual Training class for boys are along the lines of practical education that make for thrift and these are receiving our hearty co-operation, so much so that we do not score a school as standard where these classes or clubs do not exist.

The Efficiency Score Card that we use is herein reproduced and will serve to exhibit the lines upon which we are trying to operate in our campaign for a better type of schools.



*Rural School Department, State of Florida—Efficiency Score Card for Rating Country Schools—To Be Filled Out by County
Superintendent After Visit and Inspection*

CREDITS

| SCALE OF POINTS | Possible Score. | Points Allowed. |
|--|--------------------|--------------------|
| CONDITION OF SCHOOL BUILDINGS—20 POINTS— | | |
| Outside, well painted and well preserved | 4 | |
| Inside, painted, or plastered and clean | 3 | |
| Waste Basket | 1 | |
| Light, no windows in front of pupils, whole, clean and provided with windows or curtains | 4 | |
| Ventilation, provisions for lowering windows at top | 2 | |
| Floor, neat and clean, scrubbed as often as needed | 4 | |
| Heating, stove and pipe in good condition and room comfortably heated | 2 | |
| APPARATUS AND EQUIPMENT OF BUILDING— 20 POINTS— | | |
| Desks, in good condition and well adapted to the sizes of the children | 3 | |
| Blackboard, sufficient to accommodate largest class | 3 | |
| Decoration, pictures well chosen and mounted, State or National flag | 3 | |
| Maps, County, State and United States, in good condition | 2 | |
| Globe, Charts, Dictionary and Eraser, in good condition | 2 | |
| Library, at least 40 approved books adapted to the grades | 2 | |
| Supplementary Books for individual grades | 2 | |
| Water Supply, covered water cooler, individual cups preferred | 3 | |
| GROUNDS—12 POINTS— | | |
| School Lot, free of stumps, rubbish and paper | 3 | |
| Water Supply, pump in good condition and absence of standing water | 1 | |
| Games, provided for and supervised by teacher | 2 | |
| Sanitation, two privies well kept and painted and inspected each week | 4 | |
| Trees, at least six planted or well kept | 2 | |

COURSE OF STUDY AND ORGANIZATION—20 POINTS—

| | | |
|---|---|--|
| Order and Management..... | 2 | |
| Recitations, not to exceed 24 daily..... | 3 | |
| Course of Study, suggestions in County and State carried out..... | 2 | |
| Examinations, monthly test, bi-monthly and final examinations used as basis for Promotion of Pupils.... | 5 | |
| Records, neat, well kept and accurate..... | 3 | |
| Attendance, daily average 80 per cent..... | 5 | |

TEACHER—20 POINTS—

| | | |
|--|---|--|
| Certificate, first grade or higher..... | 3 | |
| One teacher for every 35 pupils..... | 4 | |
| Term, at least six months, taught consecutively | 4 | |
| Outline of work planned and prepared by teacher | 4 | |
| Daily program posted in room..... | 2 | |
| Attendance County Institutes and State Educational Associations..... | 3 | |

COMMUNITY ACTIVITIES—8 POINTS—

| | | |
|---|-----|--|
| Corn Club or Manual Training Club..... | 2 | |
| Canning Club or Domestic Science Club..... | 2 | |
| School Literary Society or Patrons' Day Exercises | 4 | |
| Total | 100 | |

255

Date..... 191.. ..Co. Supt.

Several thousand of these have been sent out to school authorities to be furnished teachers in standardizing their schools. We have recommended that the School Boards encourage the true spirit of rivalry by offering a premium of \$25 to the rural school that scores above 90 per cent. upon this Score Card.

This Score Card does not call for a new and costly building, but does require the one on hand to be made attractive; does not call for an increase in salary, but does require that the teacher shall take interest in leadership as well as pay day. We are glad to report that there are a number of teachers in different counties who are making great efforts to "Score" and that their communities are giving loyal support to the teachers in this work. The idea is spreading and before another year we believe very tangible results will be accomplished along this line. To help in this matter of school improvement we are organizing School Improvement Associations among patrons and a system of school room inspection among the pupils.

Defining education as a proposition to prepare one for living, and being confronted with the fact that 90 per cent. of the boys and girls quit school before completing the eighth grade, we devoutly believe in the plan to establish in the country at strong and strategic points such schools as shall emphasize Agricultural subjects, with the allied Sciences, and carried out in an experimental manner on the school five-acre lot. Each School Board member should have the right to claim one such school for his district, and the County General School Fund should be called upon to add to local support sufficient funds to give to these schools the claim to an Agricultural High School, furnished with the well trained Principal for such work and proper laboratory material and equipment for definite instruction in that type of school.

No attempt has been made to outline the course of study for these schools, but we think the State Department of Education, jointly with the proper departments in our

State Institutions, should set the standards and prepare the outlines of study for these schools.

Our observation and experience for the past few years confirm the statement which others have made that the country boy or girl who completes a normal course in our colleges rarely if ever returns to the country to teach, but accepts work immediately in town or city. Indeed, the colleges can not now turn out enough graduates to supply the demands of the town and city. We can not, therefore, look to our colleges as a supply house for teachers of the country schools. There remains that large host of young people who are today attempting to teach school without any specific training. These have merely completed the grammar grades or elementary schools, and in most cases have obtained their entire stock of knowledge in the country school, plus some six weeks "Normal," which unerringly devoted its entire session of "Normal" work to the preparation for obtaining a teacher's certificate.

The plan is now being generally adopted in the United States of giving to one High School in each county a legislative appropriation for maintaining a teachers' training course.

We see no other hope of improving that large class of young teachers usually found in the country school save through the medium of the Teachers' Training department attached to the County High School. This department should be open to those who have completed the elementary schools and express a desire to teach. This Teacher Training department should also be open to those who have taught and still desire further knowledge of the laws and principles underlying successful teaching.

If it is true, as has been interpreted by our Supreme Court, that our Legislature can not grant State aid to the public school, it may be equally as true that no inhibitions will surround an Act appropriating money for Normal Schools or Teachers' Training.

Because County Boards have, by an unwritten law, the right to so condition their orders and regulations that the teacher feels compelled to obey, if said orders and regulations apply to county conditions, it is not too great a stretch of authority to place in Regulations of School Boards the one requirement of a year's attendance at the County Teachers' Training school before employment in even the smallest country school. Less than 10 per cent. of the teachers in Florida (estimated) have had Normal Training, and the per cent. of teachers in the country schools who have had any Normal Training is reduced to almost the vanishing point. If we are to broaden our teachers in order to broaden our children in country schools, it will pay to stop deceiving ourselves and begin at the true source, the training of our teachers.

The child is not the parent's asset but is the property of the State, and if the State provides the machinery of education in order that intelligence may abound, no parent should be allowed to wantonly and flagrantly deny to the child the benefits of education. To the end that the child of the poor man may be given the command of his talents and trained to cope with conditions of our rapidly developing civilization do we believe in a law for compulsory school attendance. The enactment of this law will not disturb a large class of our people, estimated at 75 per cent., but will reach another class of our people who deny the "rights, lights and benefits" of an education to their offspring.

We do not present these matters given in the foregoing, believing that they alone will prove a balm for every wound or a panacea for every ill that besets our public school system. We do, however, claim that when we shall give a predominance to that form of knowledge and teaching as shall become immediately available in the every day life of the farmer boy and girl, and which shall co-ordinate peculiarly with their country life, then it will be

that more people shall be willing to raise greater revenue for schools without parsimoniousness, stint or growl.

The task of bringing prominently before people, teachers and school authorities the matters and suggestions heretofore mentioned is the first work that has engaged our attention. The field is ripe unto the harvest and the reapers are now enlisting in growing numbers for the gathering in of the sheaves. How well we have accomplish our part will have to rest in the testimony of single communities that begun at once to work out the plans we have advocated; for as yet no entire county has been able to effect these reforms throughout the whole system. However, some counties more than others are moving their forces to make schools brighter and better, and we are rejoiced to report that in many places those who are in authority are reconstructing their lines and wisely administering the people's interests, living daily under the inspiration that a "public office is a public trust."

During the period for which this report is made we have met the people in 78 different community meetings; made 112 public speeches; visited 225 schools; met 17 school board meetings and held 10 teachers' institutes. This work has carried us into 42 counties.

The experiences of twenty-five years' work in the schools of Florida, first as a teachers of five years; next as County Superintendent of schools for twenty consecutive years, and now as State Rural School Inspector for eighteen months, furnish us with opinions and conclusions for which we may be pardoned in pronouncing as fixed.

We have as a rule a fine body of men to work with and upon these we largely rely in making a new condition in their system of county schools. We are deeply grateful for the many courtesies extended and the almost universal welcome we receive wherever we go. The position with which the State has honored us is one of vast significance and responsibility, and we are endeavoring by every talent

of our mind and soul to honorably and efficiently discharge the same.

Very truly,

SHELTON PHILLIPS,
State Rural School Inspector.

REPORT OF GEO. M. LYNCH.

Gainesville, Fla., Jan. 1, 1915.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:—

I have the honor to submit herewith a report of my work as one of the Rural School Inspectors of the State for the period beginning July 1, 1913, and ending December 31, 1914.

During the period above stated I visited the following counties:

| | |
|---------------|-------------|
| Alachua, | Lafayette, |
| Baker, | Madison, |
| Bradford, | Marion, |
| Brevard, | Osceola, |
| Calhoun, | Putnam, |
| Citrus, | Pinellas, |
| Clay, | Polk, |
| Columbia, | Pasco, |
| DeSoto, | Palm Beach, |
| Duval, | St. Johns, |
| Gadsden, | Suwannee, |
| Hillsborough, | St. Lucie, |
| Hernando, | Sumter, |
| Lake, | Taylor, |
| Liberty, | Wakulla, |
| Lee, | Walton, |
| Leon, | Volusia. |

SUMMARY OF MY WORK.

In some of these I have spent from one to two weeks and visited from two to five days. One day visits were made in five other counties not listed above. It has been necessary to return to a number of the counties three and four times.

I occupied altogether 412 days with field work, travelled 20,500 miles by rail, 6,100 miles by automobile, 225 miles by buggy, and 210 miles by boat. As evidence of the cordial co-operation given by the school officials I wish to state that the total expense to the State for automobile and buggy transportation was \$9.50.

In my field work I made an inspection of 362 schools, held 180 community meetings, organized 175 boys' and girls' school improvement clubs, participated in 19 County Teachers' Institutes, aided in the organization of a number of Parents' Community Clubs, directed the work in forty selected rural schools, delivered 20 school commencement and dedicatory addresses, assisted in the organization and conduct of the rural school campaign in the Second Congressional District, devoted 25 days to State Educational and Good Roads' Conventions, Farmers' Institutes and County Canning and Corn Club Meetings and spent two weeks in class room instruction in the State Summer Training School for Teachers in the University of Florida.

Seventy-five days of the period were devoted to office work. Twenty-two hundred letters, giving a brief statement of the purpose, scope and general results of educational work in several counties of the State, were sent to school officials, Woman's clubs, newspapers, members of the legislature, trade bodies and others interested in rural school development: also 700 letters dealing with local school problems and special community activities were mailed to rural teachers and school officers. In ad-

dition to these I have prepared "Outlines of work" for the guidance of teachers in forty selected rural schools, drew up a Constitution for the government of the pupil's improvement clubs, prepared a score card in which is listed the principal facts to be noted in measuring the efficiency of a school, and have nearly completed the compilation of a State course of study and syllabus for the elementary schools of the State. I wish to acknowledge my indebtedness to Miss Nellie B. Cooke, Springfield Grammar School, Jacksonville, Miss Rowena Longmire, Florida State College for Women, Prof. E. L. Robinson, Principal of the Hillsborough High School, and Dr. John A. Thackston, Dean of Peabody College for Teachers, University of Florida, and others, for valuable contributions to the Course of Study.

GENERAL OUTLINE OF FIELD WORK.

The following outline indicates briefly the character and scope of my field efforts in each county visited.

(A)—Collecting data—(Full details from Superintendent and others).

(1) What school facilities: buildings, grounds, equipment, libraries, course of study, teachers, salaries, enrollment, average attendance, community and school clubs, etc.

(2) Plans and policy of Superintendent and County Board for school improvement.

(3) Advantages and disadvantages: (a) Area of county and its topography. (b) Number of farms and manufacturing plants—their products and number of people employed. (c) Number of resident farmers; number of tenant farmers. (d) Industries and other causes that take children out of school. (e) Number of schools not in a Special Tax District. Why? (f) Population, total,

and per square mile and its distribution. (g) Roadways, condition, etc. (h) Wealth and its distribution. (i) Attitude of people toward educational work.

(B)—The plans and methods of work for a county were very largely determined by the data above collected. Two, and frequently three, of the following lines of effort were embraced in the county campaign:

(1) The improvement of the teaching force.

(2) Vitalizing and humanizing the content of the school: (a) Through methods for presenting subject-matter to pupils in terms of every day life. (b) Through industrial and social clubs. (c) Through local fairs and lyceums. (d) Through regular periods of study and discussion of current events. (Emphasis is placed upon the importance of having a State and county newspaper and a good magazine visit the school regularly.) (e) Through competitive contests with neighboring schools. (f) Through literary and social entertainments. (g) Through supervision and direction of playground activities, etc.

(3) The School Plant—what it should be. (a) House: architecture, light, ventilation, sanitation, etc. (b) Equipment: desks, library, maps, globes, charts, pictures, water cooler, individual drinking cups, flag, etc. (c) Grounds: area, location. (d) Outhouses: location, sanitary provisions. (e) Water supply: source. (f) School garden and play grounds, area, location, etc.

(4) The value of closer and more efficient supervision of rural schools. (a) Through the employment of an expert supervisor. (b) Through the employment of sufficient clerical help, in order that the superintendent may spend his entire time in the field. (c) Through county uniform grade examinations from fourth to tenth grades, inclusive, and through bi-monthly tests in some subject.

(5) The importance of creating large Special Tax Districts. The abolishment of one-teacher schools. Consolidation.

(6) Uniting with the school all agencies working for the care and betterment of roads, health, home and church.

(C) The following methods are used in working out a county plan:

- (1) Through the personal inspection of schools,
- (2) Through suggestions and recommendations to school authorities.
- (3) Through public addresses and newspaper articles.
- (4) Through heart to heart talks with men and women who would become effective workers in community uplift, if they could overcome their habit of letting well enough alone.
- (5) Through co-operation with trade bodies and farmers' organizations and school improvement associations.
- (6) Through teachers' institutes.

SCHOOL INSPECTION.

The data obtained from the County Superintendent gave me a working basis for mapping out the lines of effort to emphasize in a county campaign; the personal inspection of the school furnished the vital facts that the campaign brought home to the people, the school officials and the teachers.

In the inspection of a school I endeavored to get at the facts showing care and condition of house and equipment, water supply, grounds, out-houses, provisions for lighting, ventilation and sanitation; methods used for presenting subject matter to pupils,—the pupil's appreciation and understanding of the subjects they were studying and to what extent and in what manner the subject matter in the recitation was related to or made a part of their environment,—(I spent not less than one hour of each visit in reviewing class work); the experience, present tenure, attitude, scholarship, adaptability

for rural work, and temperament of the teacher; the number of homes visited by the teacher and the number of visits made to the school by parents and local school officers; the teacher's private library, the papers and magazines subscribed for; the outline of daily class work prepared by teacher; enrollment and average attendance as shown by school register; literary societies, clubs, and spelling bees with neighboring schools; character and scope of community activities directed and whether the school has a definite aim and a definite program in developing these activities. An efficiency score card is used in the tabulation of these facts, grouping the items studied under fifteen headings.

SAMPLE SCORE CARD

(For Rating the Efficiency of Rural Schools)

..... County
 School
 Visited 191..
 Rated

| | Maximum Pts. Allowed. | Points Given by Supervisor. | Notes and Recommendations. |
|---|--------------------------|--------------------------------|-------------------------------|
| Building— | | | |
| Ceiled or plastered..... | 12 12 12 12 12 | ..... |  |
| Tight floors..... | ..... | ..... |  |
| Room swept every afternoon..... | ..... | ..... |  |
| Floor scrubbed once a month..... | ..... | ..... |  |
| No leaks in roof..... | ..... | ..... |  |
| Good doors with locks and keys..... | 12 12 12 12 12 | ..... |  |
| Windows whole and clean..... | ..... | ..... |  |
| Ventilation— | | | |
| Windows 1-5 floor space..... | 12 12 | ..... |  |
| No windows in front of pupils..... | ..... | ..... |  |
| Decoration— | | | |
| At least three well mounted or framed pictures | 12 12 12 | ..... |  |
| No ugly or advertising pictures..... | ..... | ..... |  |
| A neat group of exhibit work..... | 12 12 12 12 | ..... |  |
| State or National Flag..... | ..... | ..... |  |

SAMPLE SCORE CARD—Continued.

| | Maximum Pts. Allowed. | Points Given by Supervisor. | Notes and Recommendations |
|---|--------------------------|--------------------------------|------------------------------|
| Equipment— | | | |
| Patent desks of at least 3 sizes..... | 3 | ..... |  |
| Teacher's desk and chair..... | 2 | ..... |  |
| At least 60 sq. ft. good blackboard..... | 3 | ..... |  |
| Library of at least 50 approved books.. | 3 | ..... |  |
| Supplementary books for individual grades | 2 | ..... |  |
| Dictionary, maps, globes, charts, etc..... | 3 | ..... |  |
| Building and equipment clean and well kept | 2 | ..... |  |
| Building comfortably heated..... | 2 | ..... |  |
| Grounds— | | | |
| Grounds of at least one acre..... | 2 | ..... |  |
| Games provided for..... | 2 | ..... |  |
| At least 6 trees planted and well kept.. | 2 | ..... |  |
| School garden | 2 | ..... |  |
| Condition of grounds..... | 2 | ..... |  |
| Two privies well kept and at least 150 feet apart..... | 3 | ..... |  |
| Water Supply— | | | |
| Water from spring or pump on raised platform | 2 | ..... |  |
| Covered water cooler with spigot and individual drinking cups..... | 3 | ..... |  |
| Community Activities— | | | |
| Corn Club or Manual Training Club..... | 2 | ..... |  |
| Canning Club or Domestic Science and Home Economics Club..... | 2 | ..... |  |
| School Literary Society or Lyceum..... | 2 | ..... |  |
| Friday Afternoon— | | | |
| One hour literary exercises and not less than 30 minutes' spelling bee (the old old Blue Back Spelling Book to be used in spelling contests). Score in- creased according to number of pa- rents present | 2 | ..... |  |
| Discipline— | | | |
| Good order all the time..... | 2 | ..... |  |
| Records— | | | |
| All records neatly and accurately kept.. | 2 | ..... |  |
| Visits— | | | |
| At least 40 per cent of the homes vis- ited each month | 2 | ..... |  |

SAMPLE SCORE CARD—Continued.

| | Maximum Pts. Allowed. | Points Given by Supervisor. | Notes and Recommendations. |
|--|--------------------------|--------------------------------|-------------------------------|
| Class Results— | | | |
| Proficiency or promotion grades awarded to at least 85 per cent of pupils by the County Superintendent or a County Uniform Examination Committee | 2 | .... |  |
| Teacher— | | | |
| Education, minimum: completion of a Junior High School course of study; first grade certificate. Minimum age: 18 years. Private library with not less than 4 books on the science of teaching and 20 standard literary works. Daily preparation of class work. Subscriber to school journal and one newspaper. Attendance county institutes and State Educational Association. Order and management of school. Daily program posted in room. Full, accurate and neat school records..... | 14 | .... |  |
| Special— | | | |
| Teacher taught same school last year; one teacher for every 35 pupils; school term not less than 6 months.... | 4 | .... |  |

Schools scoring a total of 95 points or more are classified as Standard "A"; schools scoring a total between 90 and 95 points are classified as Standard "B"; schools scoring a total between 85 and 90 points are classified as Standard "C."

STUDIES FROM SCORE CARDS.

The inspection of 235 of the 362 schools visited was made between October 1, 1913, and June 10, 1914; the inspection of the remaining schools, 127, was made between August 17, 1914, and December 22, 1914.

Of the first group, (235), one hundred forty scored be

tween 55 and 65 per cent; 55 scored between 65 and 75 per cent; 25 scored between 75 and 85 per cent; 15 scored between 85 and 95 per cent.

Of the second group, (127), 35 scored between 60 and 70 per cent; 30 scored between 70 and 80 per cent; 35 scored between 80 and 90 per cent; 20 scored between 90 and 98 per cent.

Thirty-five of the schools of the second group were visited once before, in the Fall of 1913, and are included in the scores of the first group. It is significant that 25 of these 35 schools advanced from the list graded between 55 and 65 per cent to the list graded between 75 and 85 per cent, and 10 advanced from below 85 per cent to the list graded between 90 and 98 per cent.

Eighty per cent of the schools scored low on the following items: Light and ventilation, condition of out-houses, water-supply and teaching force.

The public school is under obligations to foster and improve the individual's condition as to (a) health, (b) economic efficiency, (c) morality, (d) culture. As might be inferred from the statement of data furnished by the score cards these obligations are held too lightly by a number of our school authorities and teachers.

Water Supply.—In 245 schools visited the water supply was furnished from pumps and open wells. Not more than 20 per cent of the pumps were provided with means for carrying off the waste water and not infrequently the little puddles formed around the foot of the pump were made use of by cattle and hogs. The depth of 210 pumps averaged less than 35 feet. The open water bucket is used in 90 per cent of the schools. Five schools had covered water coolers with spigots. Individual drinking cups were required in 50 schools.

Light and Ventilation.—My memoranda show 245 of the schools inspected paying very little attention to either

quantity or quality of light and air. Temperature and ventilation and lighting are of the most importance and should not be subject to individual notions and feelings. Laws regulating all three are well known and should be observed. The windows in 348 of the schools were improperly placed; 280 had the windows placed in the front and two side walls of the house; 90 had the windows placed in right and left walls; 58 had the windows placed in the rear and two side walls. Fourteen schools had the windows properly placed; in the left wall, or in the left and left side of the rear wall, eight inches of space between each window and the windows extending to within six inches of the seiling. The lighting space in these schools was to floor space as 4 to 1.

Closets.—The boys' closets on the grounds of 210 of the 362 schools visited were totally unsanitary, and the sanitary provisions in the remaining schools were not adequate. Only 60 of the total number inspected were free from obscene writings and drawing. If "education is a systematic exertion of an influence upon the still formable inner life of a being whereby a definite form is to be given and is actually given," then what may we expect in the matters of health, economic efficiency, morality and culture of those who enter daily these germ breeding and vice-infected places?

FACTS RELATING TO TEACHING FORCE.

In the 362 schools visited there were 780 teachers, approximately one-third of the rural teaching force of the State. Eighty per cent were women. Sixty-five per cent were under 25 years of age. Thirty-five per cent had never taught outside of their home county. Eighty-five per cent were teaching the present school the first year. The professional life averaged a little below five years. Seventy per cent had had no academic training beyond the eighth grade of the county course of study. Fifty-five

per cent completed their education in one and two-teacher schools,—(a few of this number had spent from two to four months at spring normals). Sixty-five per cent held certificates below the county first grade. Fourteen per cent had completed a four year high school course of study. Eight per cent had pursued a college course two years and longer. Twelve per cent had attended a normal school one year. Less than 20 per cent had private libraries of fifteen books or more (this does not include text-books.) Less than 50 per cent were subscribers to a school journal, magazine or State newspaper. I was astounded to find 45 per cent who did not subscribe for a county paper. *Ninety-eight per cent did not possess a book on the subject of rural education or rural life.* Less than ten per cent had more than two books on the subjects of teaching and school management. Forty per cent were attempting to teach from 30 to 44 classes a day. In one county two-teacher schools were forced by the Superintendent to offer every grade in the course of study from the chart to the tenth grade inclusive. Only 20 per cent prepared any definite plan of their daily work before entering the school room. Thirty per cent had a daily program of recitations posted on the wall. Forty per cent had exhibits of class work, needle and other hand work placed on a table, or hung on the walls. The average term of 90 per cent of the schools was a few days above six months. None below five months. In 85 per cent of the schools the salaries averaged \$50 a month.

SCHOOL WORK.

In nearly all the schools tests were given to measure the efficiency of teaching methods and the pupils' appreciation and understanding of the subjects they were pursuing. Owing to the difference in the number of classes, the difference in attendance and the difference in the length of term, I have not attempted to group the schools according to any fixed standard or percentage basis.

The following criticisms may be applied to the work in 85 per cent. of the schools inspected: Failure of teacher to plan daily work; lack of supplementary reading or study on the part of teacher; constant use of text-books by teacher in conducting recitation; no definite plan or purpose in assignment of lessons; too much emphasis placed on non-essentials; no attempt to relate the text work with the realities of the child's environment; too few thought provoking questions and too many questions merely testing the powers of pupils for memorizing disconnected and unrelated facts asked by teachers in recitations; too ready acceptance of answers from pupils; too much time wasted in answering questions for pupils seated in the room when hearing a recitation; too little black-board work in arithmetic, language, spelling and writing.

In 65 per cent. of the schools the teachers were unable to give a clear definition of the subjects they were teaching. It is true they could repeat very glibly the definition printed in the book, but the thought relations in the definition were mysteries they had not had "the time" to study. Quite a number frankly stated that they had so many classes to hear that they were compelled to "stick" to the text-book word for word and line for line, trusting the discovery of thought to the minds of the pupils.

LINES OF SCHOOL PROGRESS.

Some people may hastily conclude from reading the studies given in this report that little, if any, progress is being made by the rural schools in the State. Such an impression would grossly misrepresent the true situation. In hundreds of communities unifying movements are under way. School officials in 35 counties are working earnestly for a new type of rural school. Comparing the conditions recited in the period this report covers with conditions existing the year immediately preceding we note commendable improvement.

Libraries have been provided in practically every rural

school in 18 counties. In 25 counties all the rural schools have been equipped with patent desks of three sizes, maps, globes, charts and dictionaries. Either through a system of transportation or the location of the school itself, 90 per cent. of the country youth in 13 counties are offered the opportunities of a standard high school without boarding away from home. Salaries have been advanced from 10 to 40 per cent. in 28 counties. Fifteen counties had creditable exhibits of the work of their rural schools presented at county fairs. Three counties offered prizes ranging from \$350 to \$450 to rural schools showing the greatest improvement in the school plant during the year. Five counties had the vocational and industrial activities of the rural schools directed by experts. Ten counties have adopted methods of testing the efficiency and growth of the rural schools, making records two and three times during the term. School terms have been lengthened. The area of school grounds enlarged from one to five acres in 125 schools. Fruit bearing trees are being planted by a large number of schools. More than \$5,000 have been expended in beautifying the interior of school rooms, the major portion of this money having been raised through the efforts of teachers and pupils in entertainments, etc. In several schools the funds were raised from the sale of pupils' handiwork and, in one instance, from the sale of a pig which had been fattened for market by the pupils. Some form of industrial and vocational training has been introduced into 250 schools. More than fifty Home-keeping and Domestic Science Clubs have been organized in connection with the schools, their activities being directed by Parents' Community Associations or by individuals interested in the uplift of rural life. One county (St. Johns) has established a dental clinic in the county high school and provided free dental service to all the rural schools in the county. I am informed upon the highest authority that this county is the only one in the South providing service of this kind.

COUNTY SCHOOL FAIR.

The annual County School Fair in one county (Lake) is held in a building owned and controlled by the County Board of Public Instruction. The cost of the building is approximately \$2,000, the funds for its erection having been provided by the Board of County Commissioners, the County School Board and by public spirited business men. This venture has proved a marked success not only in stimulating the schools to larger endeavors but in crystalizing a strong popular demand for a stronger and more practical system of rural education. Only one other county in the South can duplicate the work of this county.

BUILDINGS ERECTED.

Defining a rural school as a school located in a community with a population not exceeding 500 and 60 per cent. of the pupils enrolled children of farmers, we have erected, or have in course of erection, during the past year 15 rural school buildings, ranging in cost of construction from \$4,000 to \$15,000. These buildings are located in eight counties. Particularly worthy of note in these buildings are the provisions made for manual training and domestic science, auditorium, libraries, laboratories, water supply and sanitary closets. The average area of school grounds is approximately three acres. Of the 362 schools inspected 17 were brick and 345 frame buildings; 298 were painted on the outside and 276 were ceiled or plastered.

RECOMMENDATIONS.

A review of the year's progress shows a fine spirit on the part of the people to tax themselves for buildings, equipment, grounds and operating expenses; exhibits a strong, growing demand for the extension of the activities and uses of the school plant; presents a notable increase

in community organizations having for their chief aim the encouragement and promotion of those school activities which, with different shades of meaning and purpose, have been variously characterized as home economics, domestic science, manual training and agriculture, and shows many other notable achievements of a far reaching importance. All these movements and undertakings are constructive and unifying in their tendencies. They show the trend of public sentiment and present a situation that is at once a challenge to the forces who have been asking to re-direct and re-organize the rural school system. Are we ready to contribute our pro rata share toward the Rural Renaissance? Honesty and candor compel us to admit that we are not organized and equipped to discharge efficiently the new and more complex duties that an affirmative answer to this question would demand. This admission imposes obligations which we cannot escape.

First, we must discover the weaknesses that minimize the effectiveness of our efforts. Second, we must work courageously and unceasingly to eliminate or correct these factors.

Observation and study have led me to the firm conviction that the rural school could not only be made to contribute its part in the making of the new rural life complex, but could become the real leader in the development and shaping of the new civilization, with the following improvements in the educational system: A State course of study dealing more with the realities of life than with its abstractions; a teaching force possessed of a liberal education, professional training, experience and a minimum age limit of 20 years; professionally trained county supervisors to guide and direct the work in the rural schools.

In view of the fact that these improvements demand the sanction of legislative authority, I respectfully submit, with your approval, the following recommendations to the members of the next session of the Legislature:

First. That sufficient authority be granted the State Board of Education to prescribe a course of study with syllabus for the elementary schools of the State.

Second. That State aid be granted to standard Senior High Schools in which provision is made for the instruction and training of teachers for the rural schools.

Third. That on and after the first day of July, 1920, no person shall be allowed to teach in the schools of Florida who has not completed a Senior High School course of study, or its equivalent.

Fourth. That on and after September 1, 1915, no person shall be allowed to teach in a rural school offering the seventh and eighth grades of the grammar school course of study who has not completed a Junior High School course of study, or its equivalent.

Fifth. That certification of teachers be made upon examination by a State Board of Examiners as recommended by the State Superintendent to the Legislature of 1913.

Sixth. That schools employing not more than three teachers shall be prohibited by statute from offering more than the eight grades of the elementary course of study.

Seventh. That candidates for the office of County Superintendent of Public Instruction shall be required to pass an examination in the following subjects before they can become eligible for election in the State Primaries: School supervision and administration; (2) History of Education and Rural pedagogy; (3) Book-keeping, reading, spelling, grammar, agriculture and Florida school laws; (4) Rural Sociology.

Eight. That counties having more than thirty schools shall be required to furnish the County Superintendent with competent assistants.

Ninth. That the County Superintendent be given more authority in the election of teachers.

Tenth. That a State Board of Education composed of the State Superintendent, Attorney-General and five or seven school men and women be appointed by the Governor and confirmed by the Senate for the government and regulation of State school matters.

Very respectfully,

GEO. M. LYNCH,

Rural School Inspector of the State.

CHAPTER VII.

STATE SCHOOLS.

Since the enactment in 1905 of what is known in this State as the "Buckman Law," Chapter 5384, Laws of Florida, the term State Schools embraces only four institutions.

This Act abolished all the institutions for higher education, then known as the University of Florida at Lake City, the East Florida Seminary at Gainesville, the West Florida Seminary at Tallahassee, the White Normal School at DeFuniak Springs, the South Florida College at Bartow, the Florida Agricultural Institute in Osceola county, and the Normal Department created in the Normal and Industrial School at St. Petersburg, and provided for the subsequent establishment in their stead of the University of Florida at Gainesville and the Florida State College for Women at Tallahassee.

The State Schools, then, mean the last two above, the Florida School for the Deaf and Blind, located at St. Augustine, and the Florida Agricultural and Mechanical College for Negroes, located at Tallahassee.

CONTROL.

These four institutions by the provisions of said Act are under the direct management of an appointed State Board of Control, composed of five members, who "shall act in conjunction with, but at all times under and subject to, the control and supervision of the State Board of Education."—Section 15 of Chapter 5384.

PROSPEROUS.

Since the Act of consolidation, these institutions have prospered wonderfully, the different Legislatures have been extremely liberal, considering the State has had a population of only three-quarters of a million, in appropriating for their maintenance and for new plants.

BUILDINGS.

The buildings of three of these plants, though all practically have been erected since 1905, scarcely have equals for similar purposes in the Southern States. The total expended upon equipment and buildings to date:

| | |
|--|--------------|
| Legislative appropriations | \$818,307.81 |
| Donation by Citizens of Gainesville..... | 40,000.00 |
| Donation by the Peabody Board..... | 40,000.00 |
| <hr/> | |
| Total | \$898,307.81 |

New buildings are being constantly erected at one or more of these schools. Think of this splendid outlay in connection with the fact that the United States Census credited Florida with only 750,000 (in round numbers) inhabitants in 1910. Several cuts of some of these buildings will be presented in this Chapter.

MAINTENANCE.

The Legislature of 1913 appropriated for the support and maintenance of these four institutions for the ensuing two years, \$436,000, one-half being \$218,000.

ANNUAL RESOURCES.

| | |
|---|-----------------|
| Legislative appropriation | \$218,000 |
| Income on Agricultural College Bonds..... | 7,790 |
| Interest on Seminary Bonds..... | 3,951 |
| Morrill Bill fund (U. S.) | 25,000 |
| Nelson Bill fund (U. S.) | 25,000 |
| Total | <hr/> \$279,741 |

It is true the \$50,000 embraced in the last two funds can be used only for certain departments in the University and the A. & M. College for Negroes, but it all helps to run the machinery and lightens the draft upon the total resources.

In addition, \$15,000 is received each from the Hatch Bill and the Adams Bill, a total of \$30,000, which can be applied only to the Experiment Station at the University, this also takes the place of money that would have to come from other sources.

The aggregate value of school plants so new, and the annual provision for maintenance, seem to justify the conclusion that higher education is properly appreciated and amply provided for in a State with no greater population and wealth than Florida.

PERSONAL.

The State Superintendent thinks he is justified in denouncing right here in State records, a widely circulated slander which has been *affecting his usefulness in connection with these institutions* during the whole of his present term of service. The rumor has been and continues to be studiously circulated in a rather secretive and illusory manner by some one or ones—who they are or what their motive is can not be definitely determined—that the present State Superintendent is inimical to the Univer-

sity of the State. The question has frequently been put to him in the last two years, as though it was an accepted fact, in one or the other of these forms: "Why is the University fighting you?" or "What are the grounds of your opposition to the University?"

The place for making a personal argument, or for redressing a grievance, is not in these pages, *but as this impression affects his usefulness to the State Schools*, he believes he is justified in nailing the slander right here and denouncing any direct statement, or even insinuation, that he is unfriendly to the University of the State, or to any other State School, as a malicious falsehood and a slander.

The thought, if it really exists in any breast, is prompted by some one with a personal axe to grind, who is mean in spirit and meaner in motive.

The State Superintendent in his own mind may not have approved every act of these schools, or may not have heartily endorsed every policy advocated; to do so might call for a sacrifice of his own convictions—but one thing is certain, he has not been trumpeting abroad their defects, nor inaugurated any policy to the injury of any one of them. He feels that he has a few convictions of his own and some little knowledge of what is best for an educational institution,—no one but a nincompoop would pledge in advance servile endorsement of everything human unless run by immaculate and all-wise beings—which none of us school men are—hence he does not promise to approve everything done in the future.

But one thing he has done, and will continue to do, if let alone, that is, he will by word and act do everything within his individual power and official opportunity to widen the influence, strengthen the work, and aid one and all of the State Schools to the highest efficiency.

This studiously and designedly circulated falsehood has caused the State Superintendent to hold himself aloof

from these institutions more than he otherwise would have done, that the vile tongue of slanger might not have the opportunity to say that he was hunting something to criticize. It is hoped that the circulation of this slander will cease hereafter forever, and that the most co-operative and harmonious relations may continue to exist between the State Schools and the State Department of Education to the great benefit of the State school system as a whole.

CONCLUSION.

The following reports by the President of these schools speak for themselves, and they bespeak the wisdom of a State consolidating her Institutions for Higher Education. The present State Superintendent first advocated the consolidation of the State Schools, years before the "Buckman Bill" was drawn, and while those now profiting by it were opposing it with all their might.

Any one questioning this fact has only to consult the State Report of Schools for the years 1898-1900, pages 157-174, also the Reports of 1894-96 and 1896-98, in which the subject was treated less exhaustively. He was not in position to do the work himself but he converted one who inspired the "Buckman Bill."

UNIVERSITY OF FLORIDA.

Gainesville, November 27, 1914.

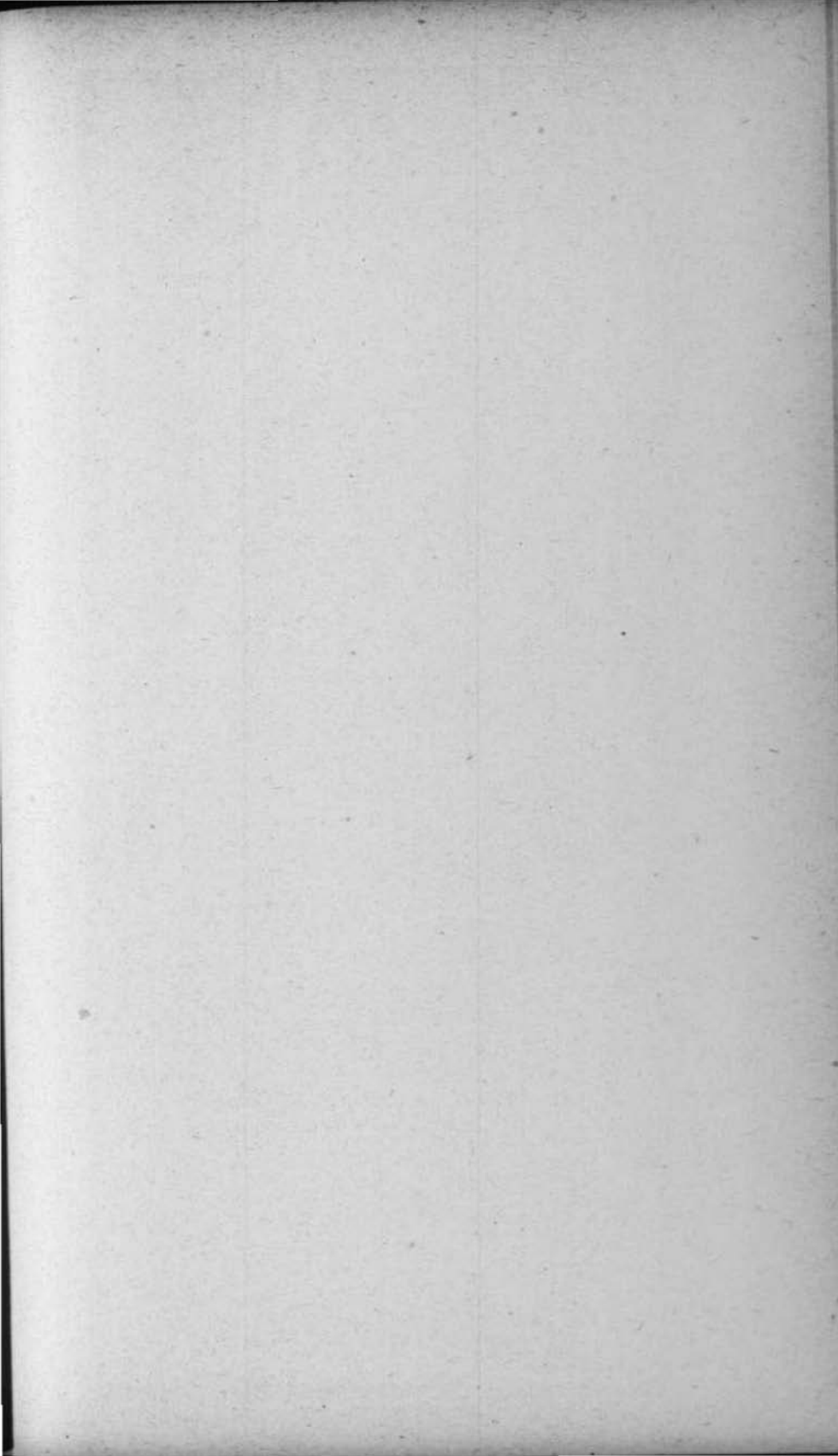
Hon. W. N. Sheats, LL.D.,
Superintendent of Public Instruction,
Tallahassee, Fla.

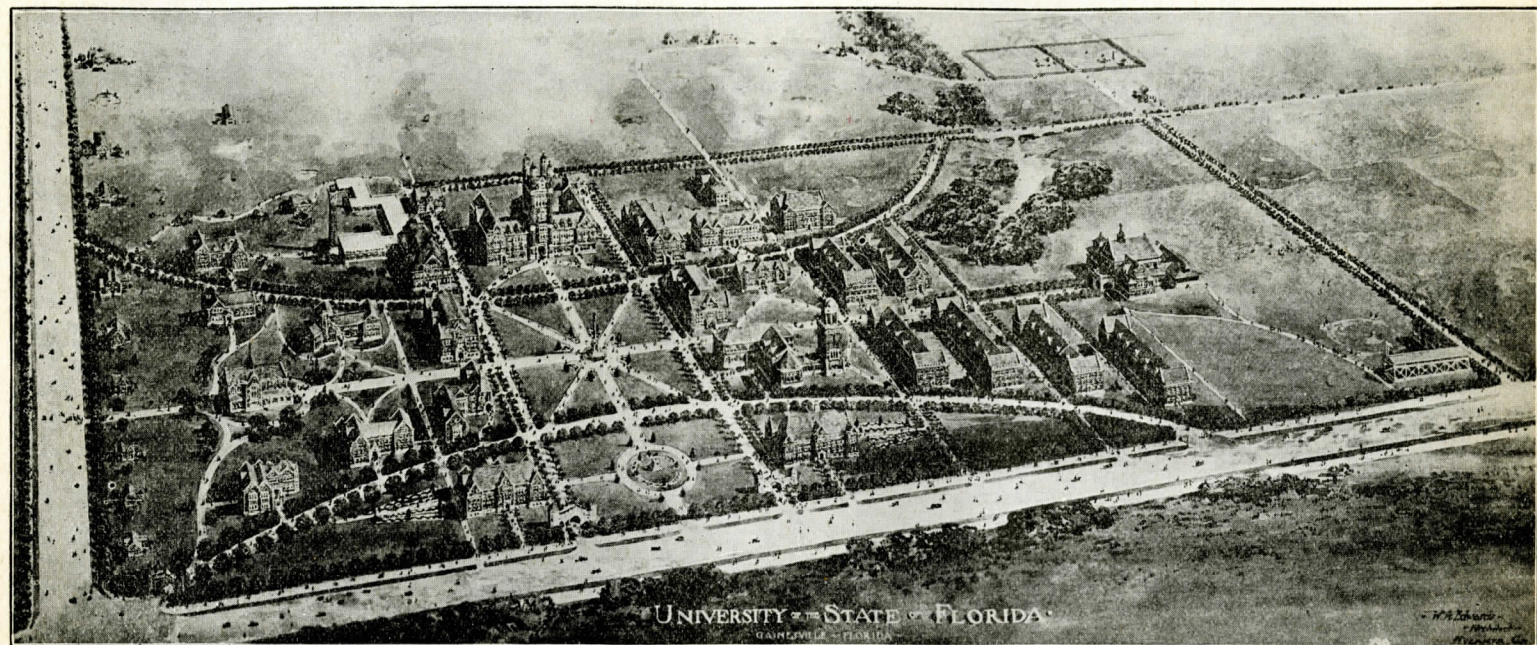
Sir:—In compliance with your request I have the honor to present herewith the fourth bi-ennial report of the University of Florida. This bi-ennial period has been distinctive both in respect to the growth of attendance and the success and vigor with which both the campus and extra-campus activities have been prosecuted.

I. ATTENDANCE.

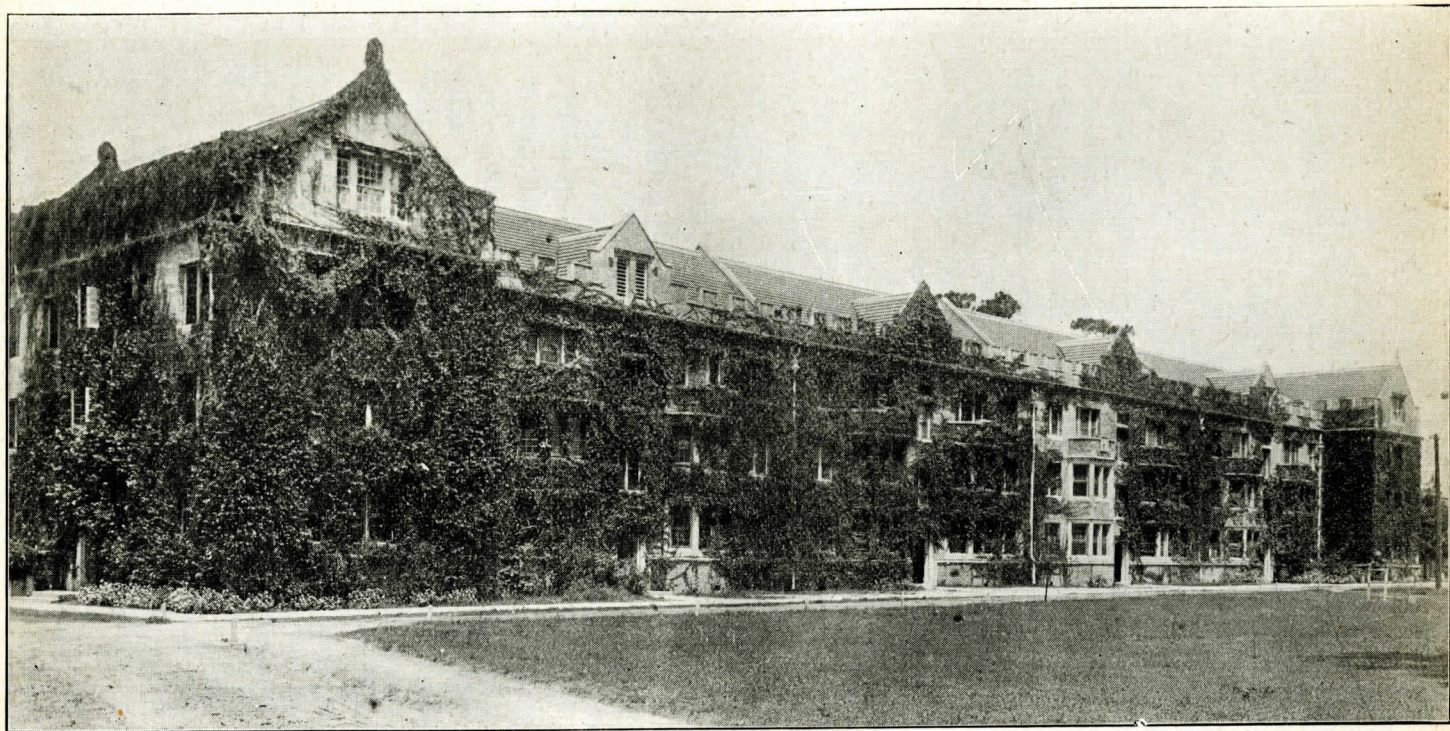
The enrollment for the session of 1912-13 was 321 young men, whose average age was a fraction over 19 years, and only 36 of whom were classified below the Freshman Class and above the tenth grade of the standard high schools of Florida. Forty-three counties of the State were represented, besides there were representatives from 20 States and foreign countries. The registration for 1913-14, total 352, an increase of a little over 10 per cent., or 31 students more than in the previous year. All these were students of college grade, except 54, who were enrolled in Practice High School of Teachers College and came for the most part from counties in which there were no senior high schools, but these students had completed the tenth grade or junior high school course before coming to the University. During that year every county in the State but one was represented. In addition there were students from 23 other States and foreign countries.

As to extra-campus activities, there were in the Agricultural correspondence courses from 300 to 600 teachers, and other residents and prospective settlers of this State, enrolled to receive instruction by mail. There were 198 meetings of the Farmers' Institutes held, 500 addresses

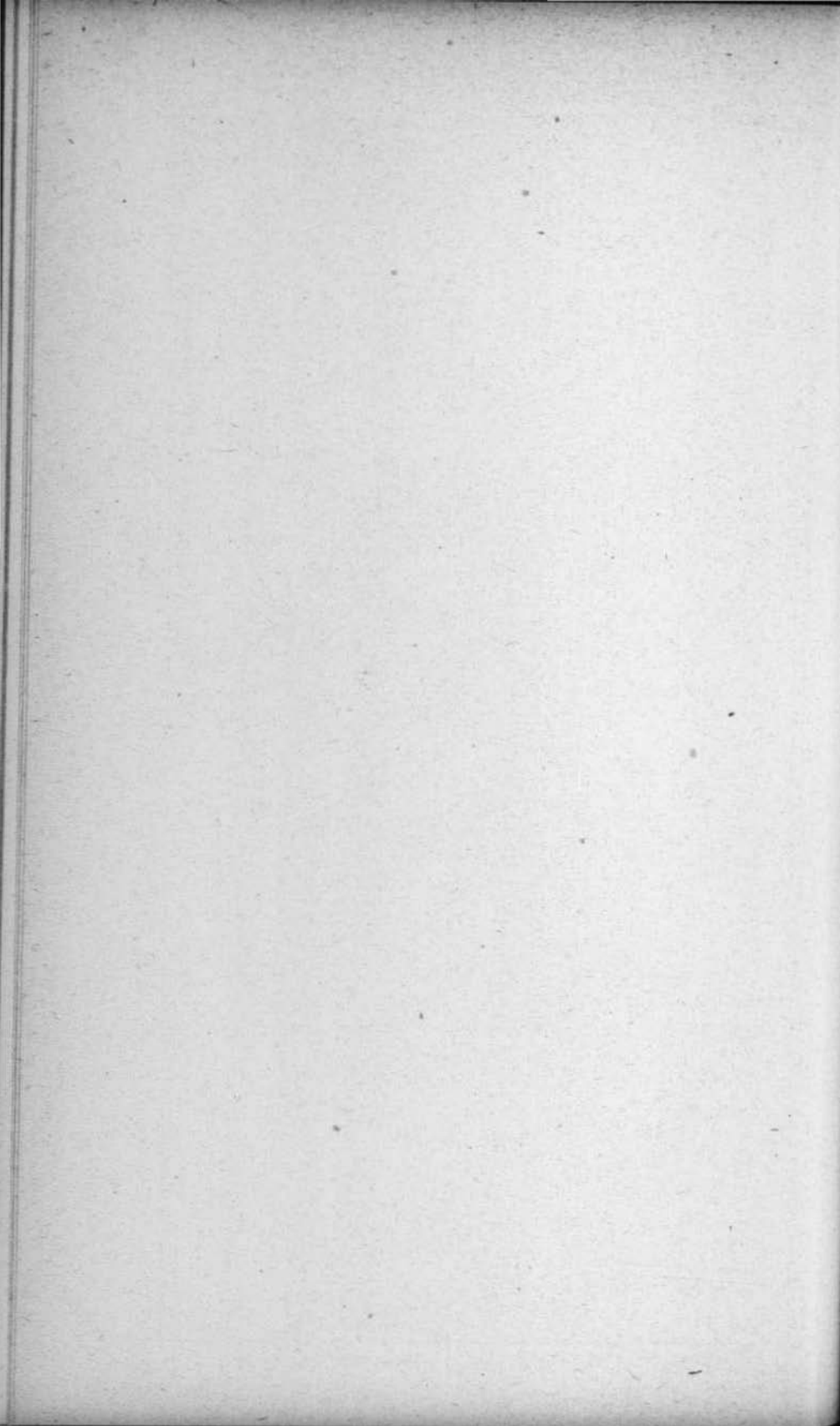




EIRI'S-EYE VIEW OF UNIVERSITY OF FLORIDA, AS PLANNED BY THE OFFICIAL ARCHITECT .



THOMAS HALL, UNIVERSITY OF FLORIDA—ONE OF THE DORMITORIES COMPLETED 1906



given, 324 being delivered by University professors. By actual count there were 14,409 persons present at these farmers' institute meetings during the last year. Then there were citrus *seminars* held on the campus and attended by 75 to 100 of the orange growers of the State. Then there were the School of Agriculture for 36 of the demonstration agents of the counties and short courses for farmers. Besides, the Experiment Station sent out bulletins and printed matter to farmers—a mailing list including 17,600 names.

The Farmers' Co-operative Demonstration Work, now centered at the University, is another means of sending out new information that is being discovered through research on the campus. Through the State and County Agents these new discoveries are being disseminated so that the farmers may utilize them in practical and helpful application in the field.

ORGANIZATION.

Following the recommendation of the National Association of State Universities, the University was organized into colleges and divisions, having for each a dean and a faculty of from five to twelve men giving nearly the whole of their time to their respective colleges.

1. *Graduate School.*—The Graduate School embraces courses of advanced grade of all the colleges of the University, and is conducted by a Graduate Committee consisting of all the deans of the various colleges. The present facilities of the University do not warrant the Institution in undertaking more advanced work than that required for the usual Master's Degree. There were 11 students pursuing graduate work during the session 1912-13 and 11 in the session 1913-14.

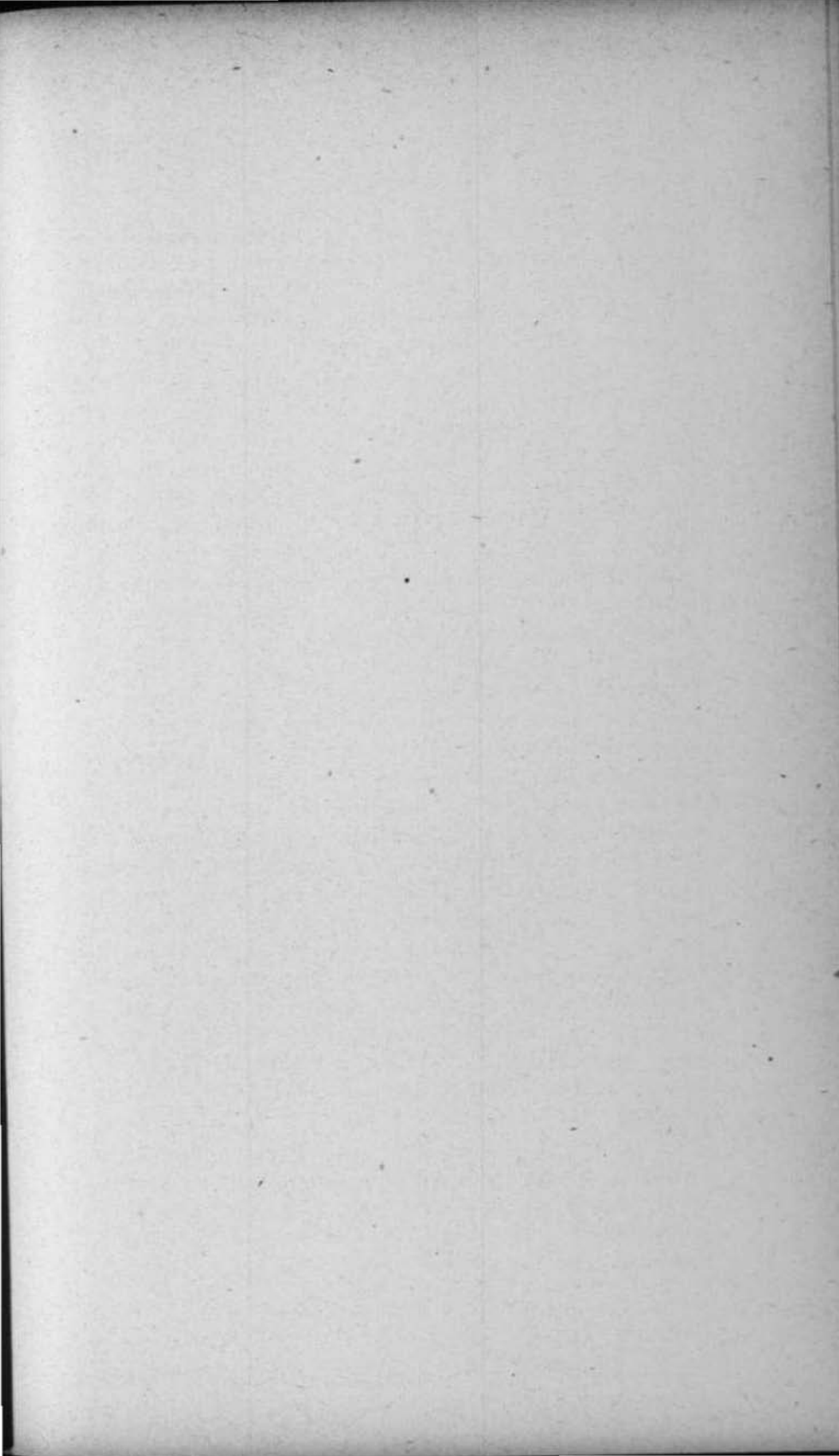
2. *The Experiment Station.*—The Experiment Station devotes itself exclusively to agricultural research and under Federal regulations is not permitted to devote any of

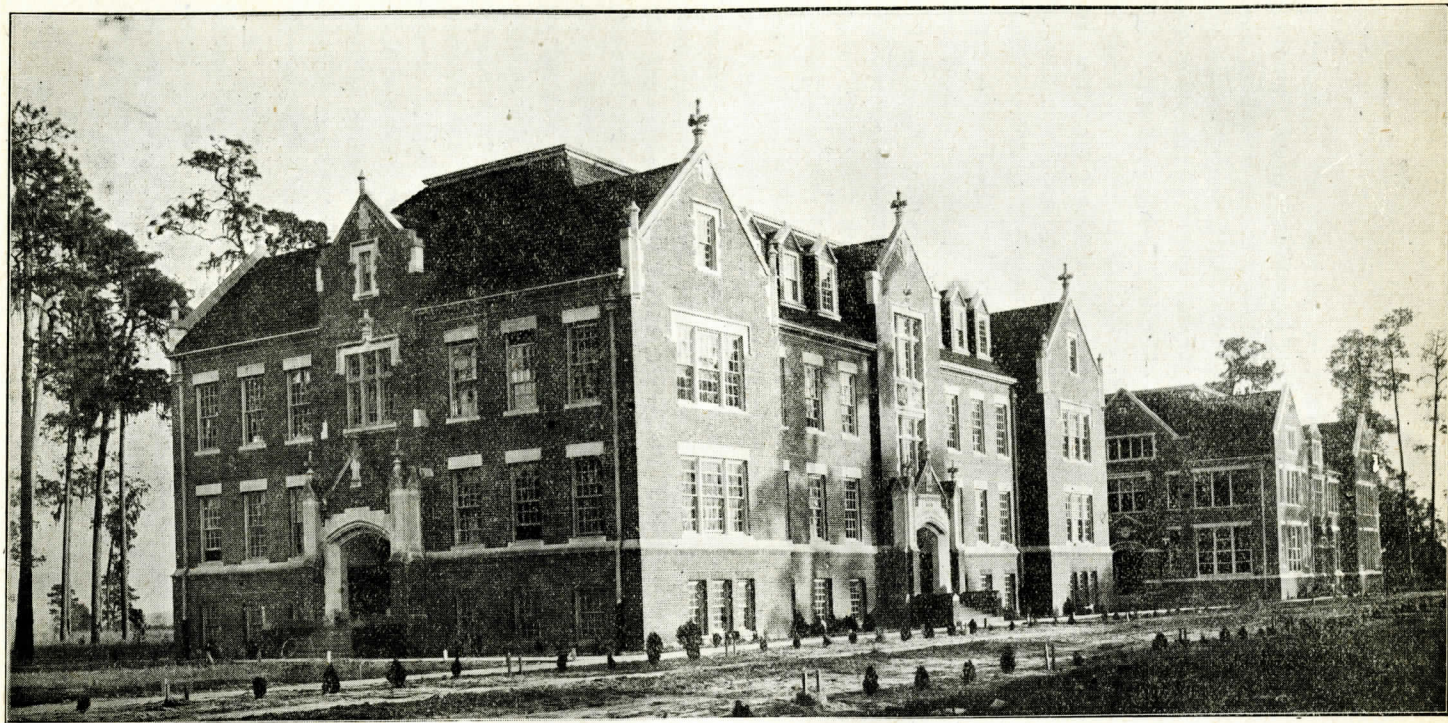
its funds or the time of its men to the instruction of students. Many millions of pages of printed matter have been published and distributed to the farmers of Florida. The work of the Station is too well understood in Florida to require any extended description of its work here.

3. *The Extension Division.*—The Extension Division of the University is that Department which concerns itself with all University activities not confined to the campus, such, for instances, as Farmers' Institutes, Co-operative Farm Demonstration work, Boys' and Girls' Corn Clubs, Lecture Bureau, Correspondence Courses and the like.

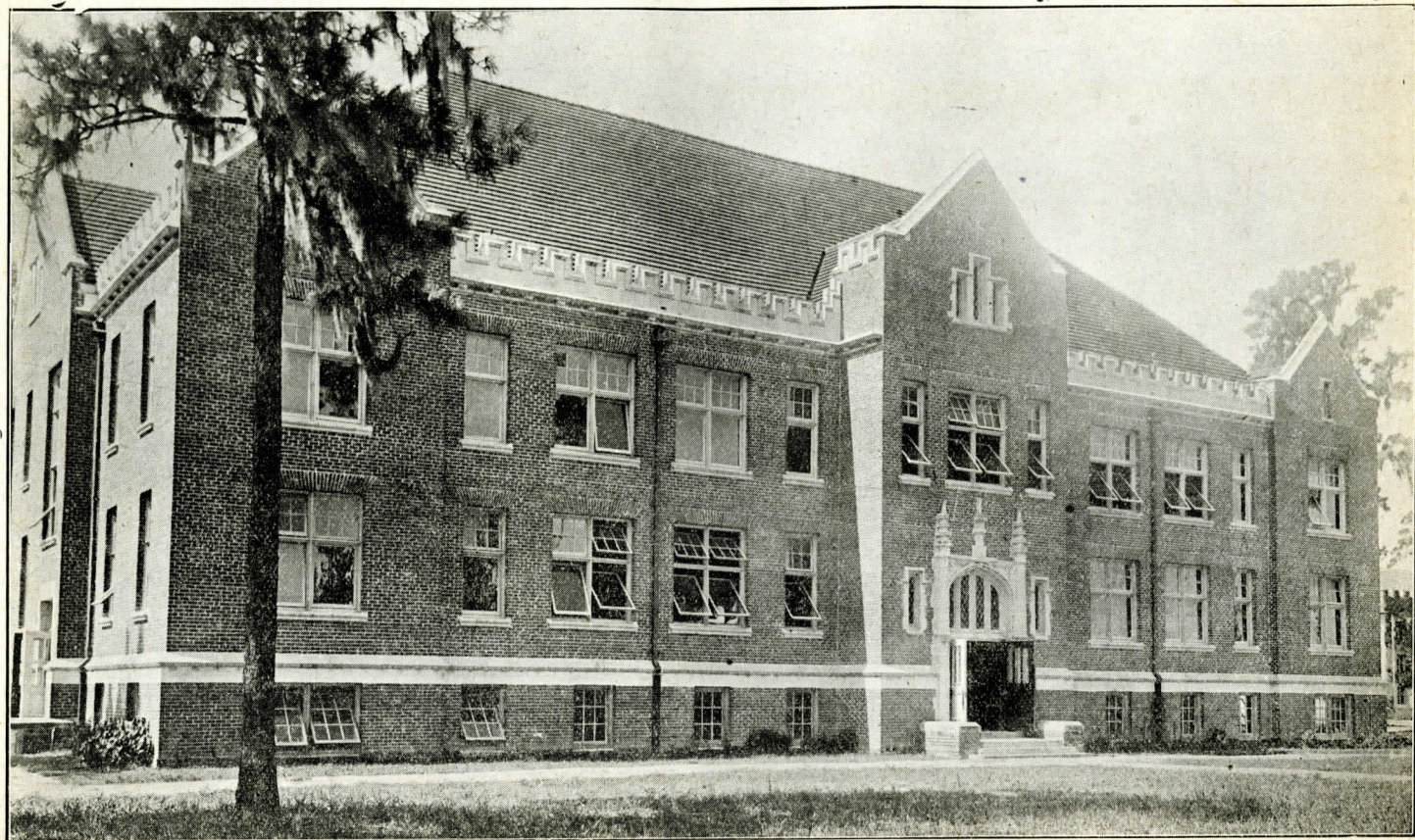
The most important matter in connection with this Division is the recent agreement entered into between the State University and the United States Department of Agriculture. On the 1st of January, 1914, the Extension Department of the University formed a co-operative agreement with the United States Department of Agriculture, whereby the State Agent for the Farmers' Co-operative Demonstration Work was located at the University, in the Experiment Station Building, the University paying one-half the salaries of the State Agent and the two District Agents, and the U. S. Department of Agriculture paying the other half. The State Agent is appointed by joint action of the University and the Department of Agriculture, and is responsible to each of these agencies for carrying out the work. A memorandum was drawn up which defined clearly the line of work to be undertaken. This is a very important step forward for the University, since it brings it into vital contact with all the County Agents in those counties that are organized for Farmers' Co-operative Demonstration Work.

4. *College of Arts and Sciences.*—There has been an increase in attendance and larger interest in the agricultural studies of the University. It seems to be better understood that a young man who enters upon a professional or technical study without the general training

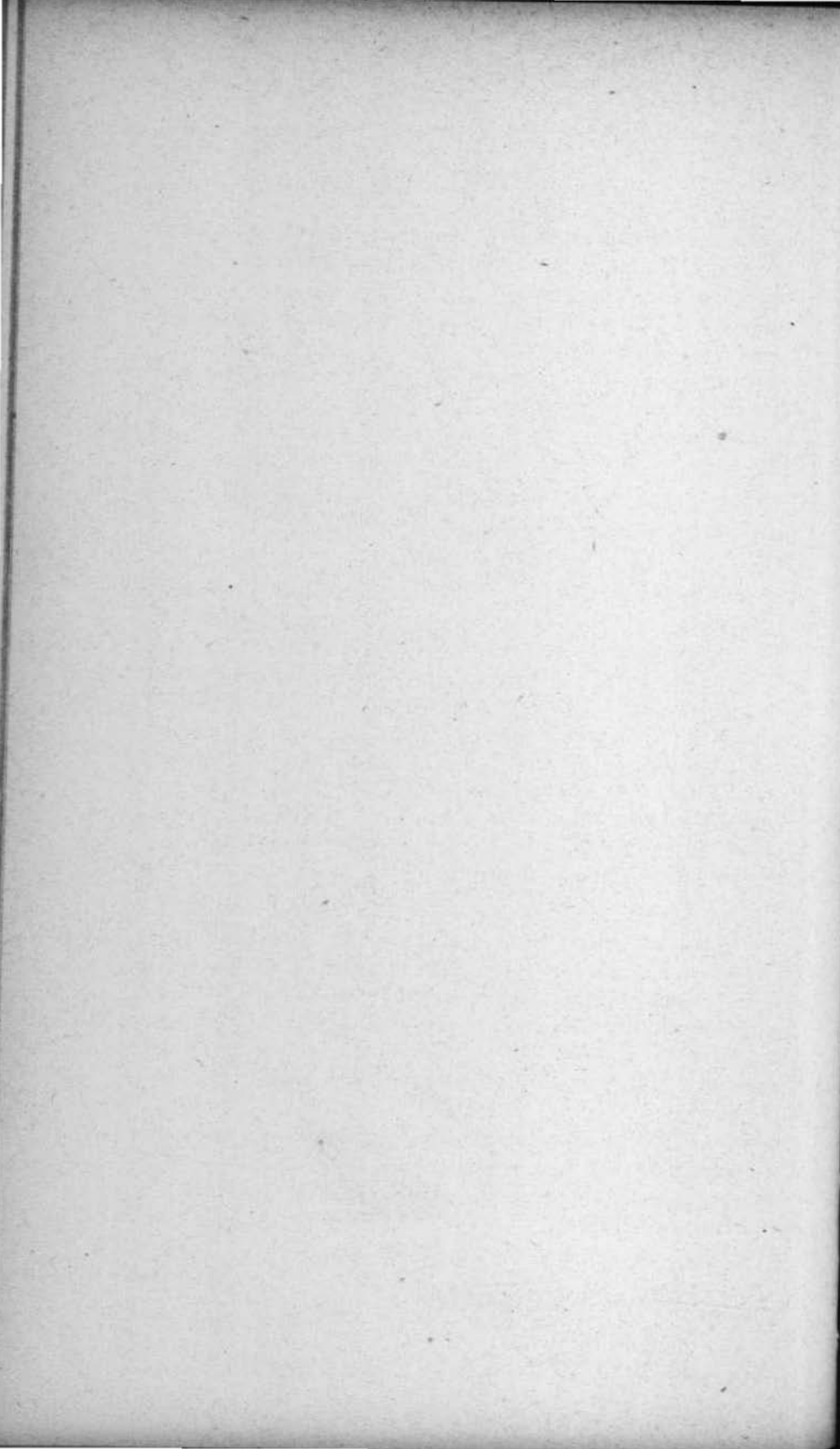




PEABODY HALL, UNIVERSITY OF FLORIDA—COMPLETED 1914



SCIENCE HALL, UNIVERSITY OF FLORIDA—COMPLETED 1911



that a college education gives is more or less handicapped because his mind is not so well prepared to grasp in a thorough and scientific manner the fundamental principles of his profession, and even in a business career he soon reaches the limit of his capacity, hence there is a growing demand for liberally educated young men for all spheres of human activity. It is therefore gratifying to be able to record an increased interest and attendance in this College of the University.

The other Colleges, which are more or less professional or technical, follow in alphabetical order.

5. *College of Agriculture*—Florida is distinctively an agricultural State, and this College has a very special mission to perform. That there is an appreciation of the benefits of scientific agricultural training, we have but to point to the fact that 67 young men were enrolled in the College of Agriculture in 1912-13 and 73 in the session which followed, or an increase of approximately 10%. Last commencement there were 12 young men graduated from this College, besides 6 graduates from the short courses offered. These 18 young men have taken their places on the farms, in the citrus groves, dairies and in other agricultural pursuits in the State.

6. *College of Engineering*—Like the other Colleges of the University, the College of Engineering has made rapid strides in the past two years. The purpose of this College is to prepare young men for useful careers by training engineers and technical employees. Although the College has been in existence but a few years, thirty-five young men have been graduated, twenty-three of whom are employed in engineering pursuits, mostly in the State of Florida. The courses offered here and the character of the men who give instruction in these courses justify the opinion that Florida has one of the best technical institutions in the South.

7. *College of Law*—Notwithstanding that the entrance

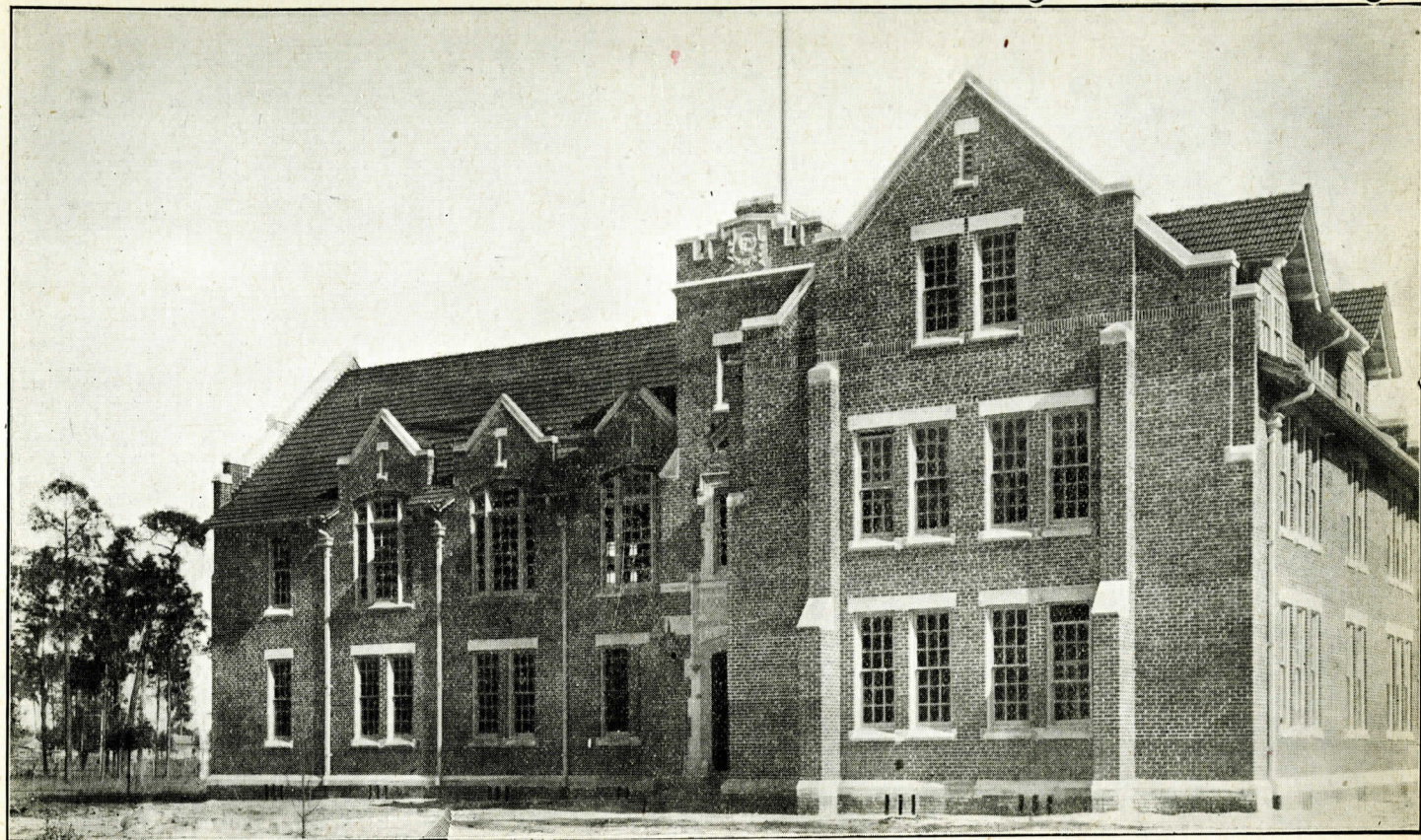
requirements for the study of law here have been raised to a full four-year high school course, the attendance in the College of Law has increased from 53 in 1912-13 to 77 in 1913-14. The Law Department has recently moved into its new building, and with the exception of its library, is, in our judgment, one of the very best law schools in the whole South. The acquirement of the knowledge of legal principles is but a very small part of the University law course; the most important thing to be acquired by the students here is the ability to find and use the legal information when wanted. This training can be had only through the use of a good law library, and it is hoped that the next Legislature will supplement the splendid nucleus of this library by special appropriation.

8. Teachers' College and Normal School—This College has been in its own home less than two years, but during that time great progress has been made. Attendance increased from 28 teachers in 1912-13 to 40 in 1913-14. Thus is seen the effect of this new building and of the better equipment for the training of teachers at the University. This interest has been manifest throughout the State. When it is remembered that there are about five women teachers to one man, the 40 in attendance last year virtually represented an attendance of 240 if women had been included.

Two years ago the Peabody Board gave \$40,000 to the State on condition that the State should give not less than \$10,000 annually for the training of teachers in this school. This gift on this condition was unanimously accepted by both the Board of Control and the State Board of Education.

Besides the work of this College special pride is taken in the recently organized and rapidly growing Teachers' Employment Bureau. Already more than 150 communities have reaped benefits from this Teachers' Bureau, and through it more than 200 teachers have been employed.





LAW BUILDING, UNIVERSITY OF FLORIDA—COMPLETED 1914

In this connection I wish to repeat the following from my report to the Board of Control under the caption of "General Policy."

GENERAL POLICY.

In the beginning of his commencement address here on June 3, 1913, President William L. Bryan, Ph. D., LL. D., of the University of Indiana, said:

"It is a great and sincere pleasure to witness the progress of the University of Florida. It must be now about one hundred years since Thomas Jefferson conceived and expressed his ideal of a State system of education, culminating in the State University. I have heard it said by President Jesse, of the University of Missouri, that nothing had been done in these hundred years which Thomas Jefferson did not foresee and encourage, and what he actually did, it would seem, in the founding of the State University of Virginia, gave him a more profound satisfaction than to remember that he had been President of the United States. (For he wrote his epitaph as it stands there today, saying nothing of the distinguished honor done him by the people of the United States), but recording as one of the three great activities of his life, that he was founder of the University of Virginia.

"Florida has had almost alone among the States—perhaps quite alone—the *wisdom* and *high courage* to turn back from the false path—the *hopeless path*—of having many State educational institutions, in order to have a State University in which all parts of the University could be represented. It is a great satisfaction to see the progress which she has made, and it is a safe prediction that in years to come—in the near years to come—this University will justify the wisdom of the people of Florida in its establishment, in a larger and larger measure."

The above statement, from one of our greatest university presidents, is a splendid tribute to the State, and is

an endorsement, by an eminent authority, of our system of higher education. For the higher training of the youth of Florida, under one common Board of Control, there exists practically one higher institution embracing a department for women at Tallahassee, and a department for men at Gainesville. These two constitute one great State University, completing and rounding out the State's educational system as a whole.

Every grade of work, from the primary to the highest class in the State College and the University, is now provided for. This rounded-out system can now meet all the educational needs of the State. Each separate unit does its work in its own sphere of usefulness as a part of the whole; and the interest of the whole demands harmony, for it is only by working in harmony, that the best results can be achieved. No person is big enough for educational work in this State who is not large enough to work in absolute harmony with this system for the education of the boys and girls of Florida.

CREATE NO MORE STATE SCHOOLS.

Our State is fortunate in not having to divide her strength in support of more State institutions, as opposed to many small inferior State schools such as we had prior to 1905. But the State must be on her guard in order that she may not return to her old policy by creating more State schools. A strain upon the present system will come at each recurring Legislature. For, as many county high schools aspire to become normal schools and suppliants at the State Treasury, so will the normal schools inevitably aspire to become colleges with larger and larger demands for State aid. Any tendency to return to the old system should be firmly met and effectively weeded out. The ambitions of private institutions, or of county high schools, or of communities—which are nearly always

prompted by commercial considerations—should not be permitted to start the Commonwealth on a backward step.

Citizens of the State, certainly the membres of the Legislature, cannot forget the trying and difficult circumstances under which the present system of higher education was wrought out in the session of 1905. That was a memorable struggle, and the turmoil in the State—especially in the communities where there were State institutions—that followed the breaking away from the old policy, cannot be soon forgotten. If the State should turn aside from its present policy of maintaining one State University, embracing the school for men at Gainesville, and that for women at Tallahassee, even for one exception, it would initiate thereby the beginning of a reenactment of the old conditions and the old struggles; and the unity, harmony and efficiency of the present system of education will be crippled, if not destroyed.

It is alleged, as a plea for another State school, that there is a demand for more trained teachers. The need of more trained teachers is fully recognized. This is a sore need in all the States, even in States where there are from seven to ten State normal schools. But as to the training of teachers in Florida, there are at the Woman's College and at the University, every facility and advantage that could be reasonably demanded. Their work is honest and sincere. They have not degenerated to the level of "certificate mills," nor have they become competitors of the grammar schools, saying nothing of the high schools of Florida. However, on this low plane, these institutions might easily have more than a thousand immature and unprepared grammar school boys and girls "cramming" for examinations for certificates; but the State, in that event, would be aiding and abetting a plan which would not only deceive the public, but would be criminal to the children of the State.

PRESENT POLICY OF TRAINING TEACHERS.

We maintain that the present policy of training teachers is the best that could be devised, and that it would be unwise at this time to establish separate institutions for that purpose. In order to verify this conclusion, and the educational policy as expressed in the Buckman Law of 1905, I sent out about three hundred inquiries, in 1906, to the leading educators of the United States. These inquiries were addressed to normal school presidents, State and county superintendents, college and university presidents and to leading authors of books on education, requesting their views in this matter. The question proposed was—"Do you regard it as sound educational policy to have normal schools, as other professional schools, such as law, medicine, etc., connected with high grade colleges or universities?" Of the 216 answers returned, 201 answered this question emphatically in the affirmative, 15 in the negative, and all but two named important advantages under our law. I have all the replies on file, but shall not take the space to quote more than a few here.

From President G. Stanley Hall, of Clark University, of Massachusetts, there is this reply to my question: "Yes, always; a long list of advantages; larger view, breaking its deadly servile finality; and the method increases the results and prevents the dry rot that always tends to come into unrelated normal schools, just as to unrelated schools of medicine or dentistry."

From President Edmond J. James, of the University of Illinois: "I have no hesitation at all in saying that it is one of the fundamental purposes of a State college or university to train teachers for our high schools and colleges and universities, and that every higher institution ought to make a specialty of this sort of work."

Dr. Charles William Dabney, President of the University of Cincinnati, formerly of the University of Tennessee, Knoxville, says: "Emphatically, yes. Normal schools

away from high grade colleges are apt to become mere schools of methods. The professional training of teachers must be founded upon a liberal education, which is best given at high-grade colleges. *Duplication of the plant for the liberal arts is saved.* The average normal school of the country has been a failure chiefly because it undertook to make teachers of persons who had insufficient education and also because of the too narrow training given."

President Francis P. Venable, Ph.D., LL.D., then of the University of North Carolina, replied to the question as follows: "I regard it as entirely sound educational policy to have training schools for teachers connected with high-grade colleges or universities. The advantage for teachers comes largely from the high standard of instruction which can be secured in connection with the university and its large equipment; also, in the influence of the general university atmosphere of study and research. The advantage to the system of public instruction comes in the saving of duplication of plant. I do not think that the average normal school of today affords such desirable surroundings nor as good training as can be gotten from a professional school for teachers conducted at a good college or university."

Dr. Elmer Ellsworth Brown, then United States Commissioner of Education, says: "It is of utmost importance that teachers, particularly those in schools of higher grades, should themselves be unmistakably alive intellectually. I know of no better way to render such teachers intellectually alive, than to have them get their education in an institution, i. e., a high-grade college or university. It is, moreover, a well settled and most significant characteristic of American education, that it seeks to keep the schools of all grades working in unison, and this result can best be accomplished if the teachers in the lower schools are themselves in personal touch with the higher schools and the highest instruction."

It would seem, therefore, that our present method has the sanction of the leading educational authorities, and that the specious pretext for a separate normal school in Florida is not supported by the best educational thought of the country. This independent normal school proposition is one of the many subtle schemes which will be presented to the Legislature from time to time for recognition, in order to dignify some little school by making it a State institution and giving it State aid; also to gratify the commercial aspirations of the community in which such an institution is located.

Surely the members of the Legislature will not be led away from a sound and well established educational policy into an extravagant and indefensible system merely for the purpose of gratifying some individual, school or community. In our system of education, let the State persevere in her present policy that she may continue to deserve the tribute and sanction of President Bryan and other great educational statesmen of the Nation.

SUMMER SCHOOL FOR TEACHERS.

The Summer School as conducted by you during the past two summers included an enrollment of 140 teachers in 1912-13 and 269 during the following summer. As you know, there was a great demand for a more extended curriculum and more advanced college courses than we were able to offer. I hope that you will urge upon the Legislature the importance of organizing the summer work for teachers on a larger scale. As stated to our Board, the University has the equipment, buildings, libraries and laboratories for use of the Summer School, and it is an inexcusable waste to allow this valuable plant to lie unused for one-fourth of the year. Such a summer school would appeal most strongly to the teachers of Florida, and to all those not able to gratify their ambitions by taking full University courses. Teachers of the State would

be especially quick to take up advanced courses, as the summer months are the only time they have to do college work. The summer session on this larger scale could be conducted at but little additional expense to the State.

CERTIFICATION OF TEACHERS.

The bill authorizing the issuance of a State Certificate to graduates of the Normal Department of the University has stimulated a deeper interest in the Normal School courses at this Institution. By the adoption of this policy the Legislature has followed in the footsteps of every State in the Union, save two—these are Alabam and Mississippi. But the President of the Girls' Industrial School of Mississippi advises me that the graduates of that Institution are permitted to teach in the State without examination since the law permits the Boards and Superintendents wide latitude with reference to the certification of teachers. Alabama has recently taken steps towards the recognition of her college diplomas as valid certificates to teachers. Under this recent Act providing for the certification of our graduates, only one man offered himself as an applicant. At our next commencement, however, we expect that there will be a larger number fulfilling the requirements of the law and be entitled to this State Certificate.

HIGH SCHOOL INSPECTOR.

In 1906, the General Education Board offered to establish Professorships of Secondary Education and High School Inspectorships in all State Universities of the South. Florida was one of the last States to accept a gift of \$1,200 on condition that the State provide the balance of the fund necessary to put a man in the field to foster and assist the high schools of the State. The first appointee under this bequest was Captain George M. Lynch,

who served the State in this capacity very efficiently up to 1911. After careful study of the situation in Florida, the Southern Education Board that year decided that Captain Lynch was, among all the available men in the State, best suited to take up the work as Rural School Inspector under the bequest of the Southern Education Board to the State Department of Public Instruction. Captain Lynch was finally persuaded to undertake this work in behalf of the rural schools, and Dr. John A. Thackston, then Professor of Theory and Practice of Teaching in the University, was appointed to the position of Professor of Secondary Education and High School Inspector.

Like Captain Lynch, Dr. Thackston brought to bear in this position varied and successful experience as a public school man. Besides being a specialist in history, theory and art of education and the psychology of teaching, etc., he is a man of broad scholarship and great strength of character.

Dr. Thackston received his early training in the public schools of South Carolina and prepared for college in Reidsville Academy of Spartanburg, S. C. Afterwards he entered Furman University, graduating with the degree of Bachelor of Arts. He then devoted himself to the position as Assistant Principal of the Manning, S. C., Public Schools. Next he was employed for two years in high school work in Edgefield, S. C., and for three years was principal of the City Schools of McColl, S. C. From there he entered the Education Department of Teachers' College of New York University, where he received his Ph. D., making a special study of education, psychology, philosophy and allied subjects. Before entering New York University, he had taken courses in the University of Virginia and the University of Chicago. Being one of the very best students of New York University, Dr. Horne, Dean Balliet and others recommended him for a position in the

Winona Normal School of Minnesota. From that school we induced him to come back to the Southland, and he accepted a position at the University of Florida in 1909. He will soon round out four years of service to the high schools of Florida as High School Inspector. As to the efficiency of his service, one is referred to any superintendent, school board, or school principal of Florida, or to Dr. Thackston's reports in your office.

Dr. Thackston is regarded by other High School Inspectors of the South and by experts of the Education Board as a man of great strength and efficiency. The University contributed one of its best men to the high schools when it permitted him to leave the Chair of Education to undertake the work of the High School Inspectorship of the State.

The General Education Board has increased its bequest from year to year until it now amounts to \$1,750, while the University supplements this amount in the sum of \$1,200 to pay salary and travel expenses of the Inspector.

Through this aid, and by the co-operation of the State Superintendent of Public Instruction, the High School Inspector has been able to set higher standards for high schools and bring about greater uniformity and a better understanding of the work of the high schools in Florida. The High School Inspector is in no sense an agent of the University to drum for students. Under the conditions of the bequest he is forbidden to act in such capacity. Nor does he devote himself to the mistaken notion that high schools are mere fitting schools for college. Through the efforts of the High School Inspector the colleges in this State have reached the conclusion that the courses which constitute the best preparation for life constitute also the best preparation in general for college. However, if the pupil is to be credited with the high school course, the State institutions have the right to ask that the courses shall be given under conditions that develop their full educational value.

The High School Inspector places himself at your command, and earnestly desires always to carry out the plans of your office in his work among the high schools of the State. As you know, regular reports are made by him to you, and every effort is made to work in absolute harmony and co-operation with the Department of Public Instruction.

Respectfully submitted,

A. A. MURPHREE,

President University of Florida.

FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Fla., December 7, 1914.

Hon. Wm. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:—In compliance with your request I have the honor to submit herewith a report of the Florida State College for Women for the bi-ennium beginning July 1, 1912, and ending June 30, 1914.

ORGANIZATION.

The Florida State College for Women is organized into seven divisions. Each division is under the supervision of an experienced and thoroughly educated specialist. This organization makes for thoroughness and efficiency.

I. *College of Arts and Sciences*.—Since September, 1913, the entrance requirements of the College of Arts and Sciences have been those of the standard colleges of the country. These increased entrance requirements have as a result a more mature body of students, and a better quality of work.

With the higher standards has come recognition of our work by other States than Florida. Three States, besides Florida, have recognized our work to the extent of granting our graduates certificates to teach on the basis of their degree from our College of Arts and Sciences. The States are New York, Pennsylvania and Kentucky.

The great majority of the graduates of the College go out into the State as teachers. They teach mostly in the graded schools and in the Junior and Senior High Schools. During the period covered by this report all the graduates with but very few exceptions entered the profession of teaching, and the new law granting our graduates State

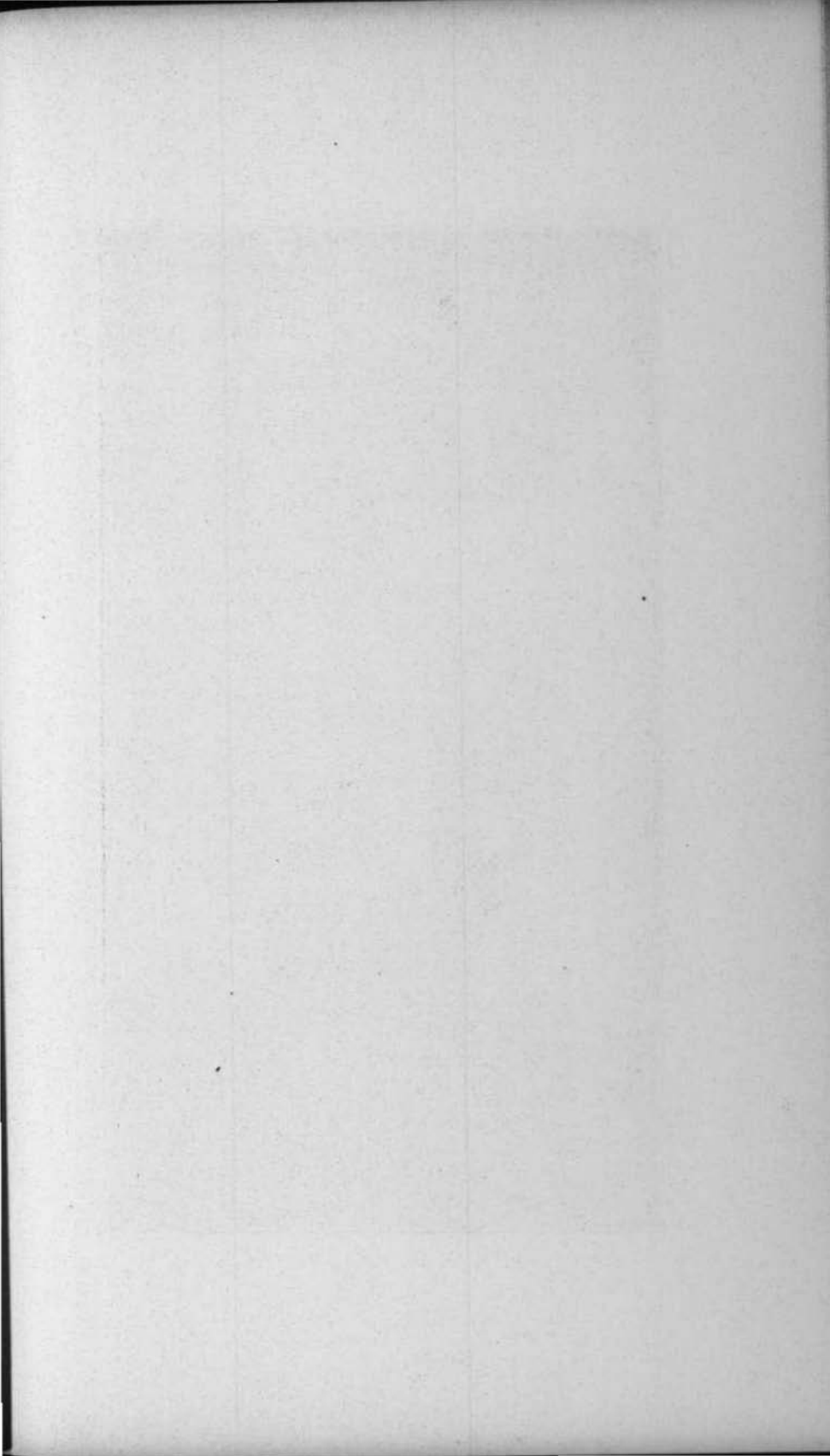
certificates to teach in the schools of Florida on the basis of their graduation, will have a tendency to increase this number.

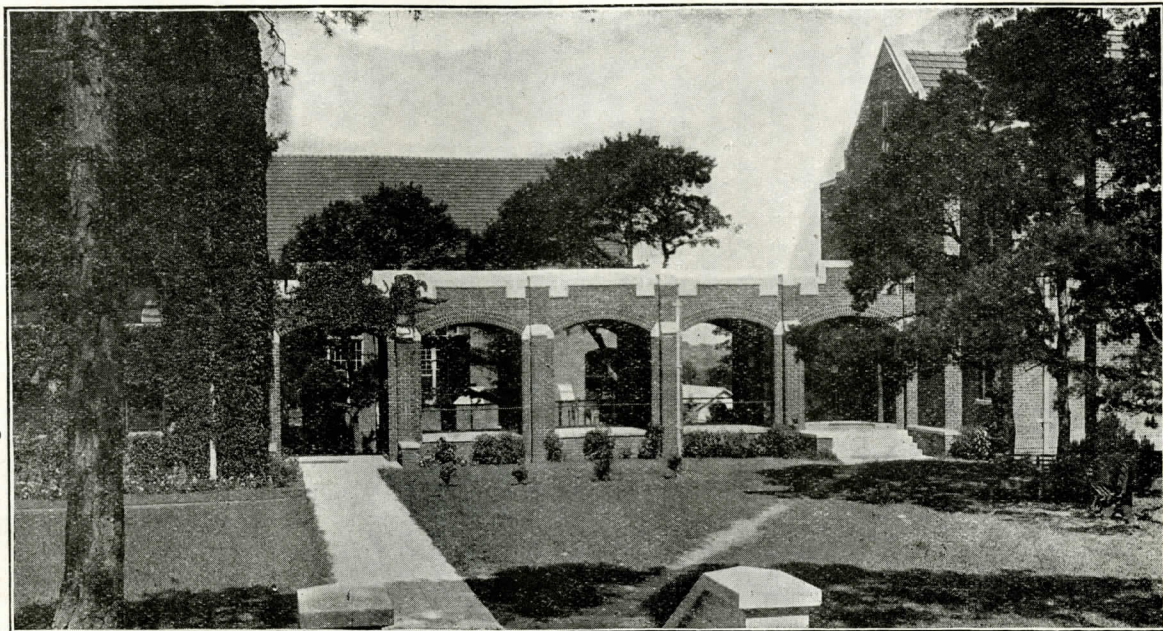
Normal School.—The Normal School has grown in strength and efficiency during the last two years. Dr. W. F. Yocum and Miss Caroline Brevard, two teachers of long and successful experience, have been added to the faculty. These additional teachers have made it possible to do our academic and professional work better than it could be done heretofore.

Our greatest need now is to increase our facilities for practical work. Our Training School is in charge of a very competent director, but we need additional teachers—expert teachers—in that department. It is of the utmost importance to have the work of this department at the highest point of efficiency and to have it cover all the grades as nearly as possible. For this purpose we need at least three more teachers in the Training School.

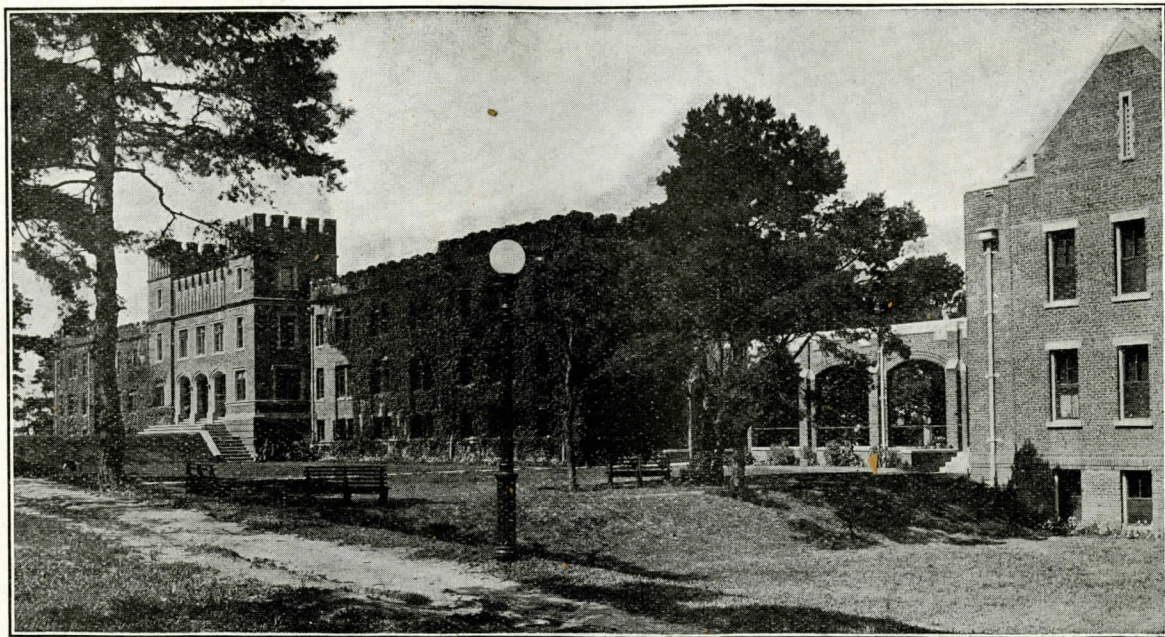
To do the work as it should be done we need larger quarters. A new building is urgently needed. We must have rooms to accommodate the grades with two to the room and some smaller class rooms where advanced students can have classes to themselves. Winthrop College, South Carolina, has a building costing considerably more than \$100,000 devoted to this work, but we could do our work well if we had a building costing half that sum. The Training School is the laboratory for the application of pedagogical methods, and such laboratory should be the very best.

The law granting certificates to teach to the graduates of the Normal School will mean much to the State in the way of professionally trained teachers. Nearly forty high school graduates entered the Normal School this year to take a two years' course of training before entering the profession of teaching, whereas heretofore very few did so. But for this law these students would probably have

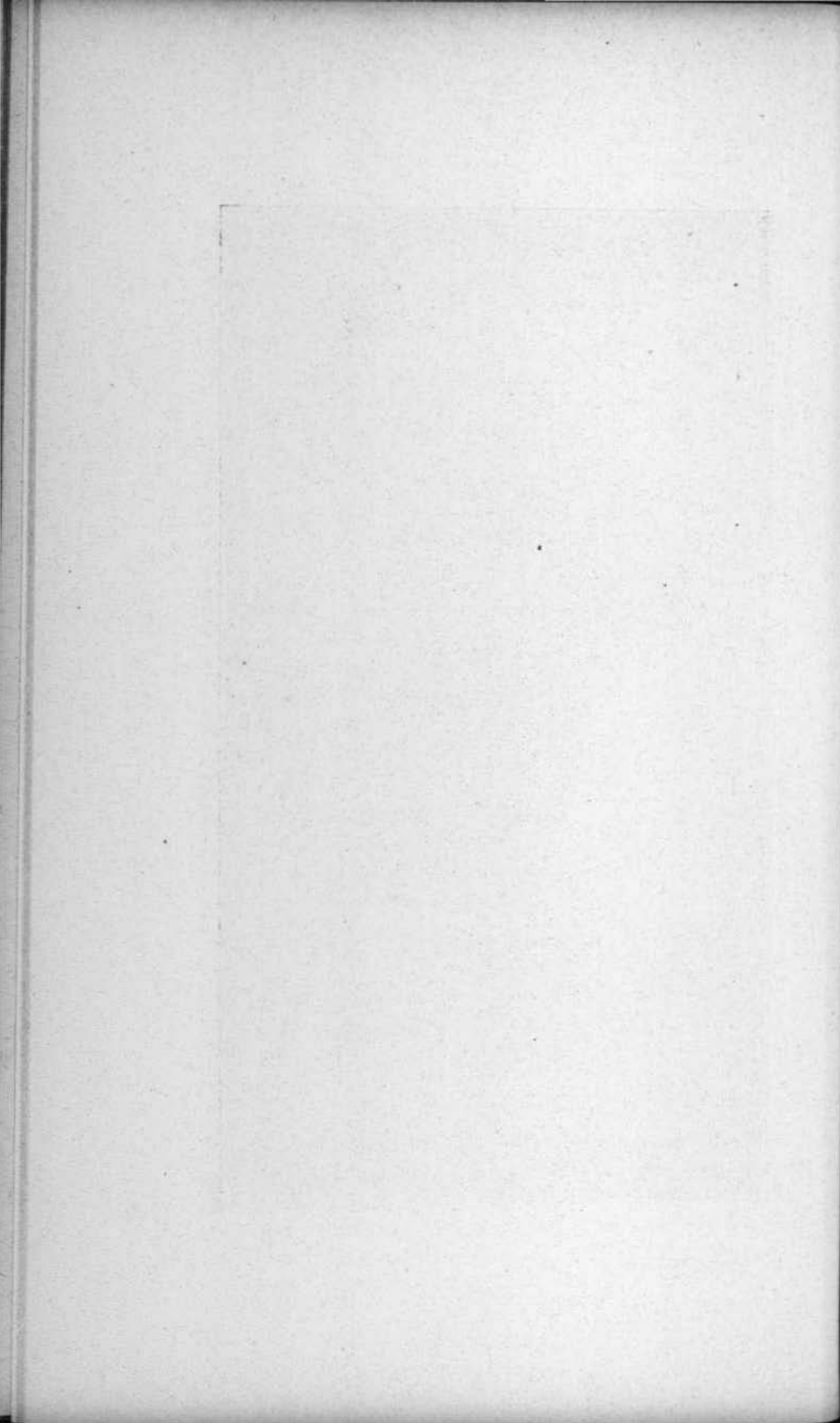




ARCADE WITH DINING ROOM IN REAR—FLORIDA STATE COLLEGE FOR WOMEN



BRYAN HALL—FLORIDA STATE COLLEGE FOR WOMEN



crammed for an examination and would have begun to teach without further training than high school graduation. This law gives recognition to thorough professional training such as the great majority of the educationally progressive States in the Union have given for some years.

The School of Music.—All private instruction in the School of Music is optional. It is not required for any degree or diploma the College offers except the music certificate and music degree. For these private lessons a fee is charged to cover as nearly as possible the cost involved in giving the instruction. The School offers first class facilities in Piano, Organ, Voice, Violin, Harmony and the History and Theory of Music.

The School of Music also offers very superior facilities in public school music. This instruction is free to every student in any department in the College. Students in the regular courses in the Normal School are required to take the courses in Sight Singing in order that they may be able to teach the elements of singing to the children in the Public Schools.

The School of Art.—As in the School of Music, so in the School of Art, the private lessons are optional and a fee is charged for them. Public School drawing, however, is free. It is offered to every student who wishes to take it, but is required from all students registered in the regular Normal courses.

Moreover, the School of Art offers courses in the History of Art. These courses are open to all students who are able to pursue them to advantage. This is a part of the elective work of regular college courses and is given free of cost to the student.

The School of Expression and Physical Education.—This department of the College provides physical exercise for the students. This exercise consists of *play, gymnastics, swimming* and such *corrective exercises* as may be

found necessary for the individual student. Every student must present herself for physical measurement by the Director of the School at the beginning of every school year in order that she may determine what corrective exercises, if any, are required in every individual case. The Gymnasium is equipped with scale and measuring apparatus necessary for the physical measurements, and such gymnasium apparatus as is most essential for good gymnasium work.

All students, unless excused by the College Physician, must take a minimum amount of Physical exercise every week. However, those who have taken a certain minimum amount of gymnasium work may, at their option, with the approval of the Director, take all their required physical exercise in the way of play, such as tennis, basket-ball or such other games as the Director approves. All students are required to take twice a week the physical exercise for which they have registered, and are urged to play an hour or two out of doors the other four days of the week. There are practically no classes from 4 to 6 p. m., and the library is closed during those hours in order to encourage the students to play out of doors daily. All the above work is offered to the student free of cost.

The School of Expression also offers superior facilities in Elocution and Expression. For the private lessons in this department a fee is charged, but all class work in Expression is free.

Extension Division.—During the past two years the College for Women has done very successful extension work. Some of this work was done by the College independently, but most of it was done in co-operation with the University of Florida and the Department of Agriculture at Washington. The funds provided by the Legislature two years ago enabled us to place an extension worker in the field who could devote most of her time to Women's Institutes. This work has proven of inestimable

value to the farm homes throughout the State and it is hoped that this work can be extended and enlarged for the next two years.

The Director of the Department of Home Economics, who is also Assistant State Agent in charge of Canning Clubs, has given almost all of her time to the organization and direction of canning clubs throughout the State. Many of the counties are now working out plans to bring to the smaller schools in the county instruction in home economics by having this work done by the County Agent who has charge of the canning clubs in the county under the direction of the Assistant State Agent.

Thus this phase of our extension work is very closely allied to the work of our public schools. In the first place the canning clubs are composed mostly of girls who attend our public schools, and in the second place this form of extension work will be the means of bringing directly to the smaller schools in the county instruction in the elementary scientific principles of home-making.

This work has great possibilities, and it is hoped that it may be enlarged for the coming two years.

In connection with this Extension work, two short courses in home economics are offered. One is intended for mothers and home-makers, who cannot be away from home for a long period of time; the other is given for the prize winners in the various canning clubs over the State. These short courses are two weeks long.

BUILDINGS AND GROUNDS.

Reynolds Hall, the dormitory which was in the course of construction two years ago, was occupied February 3, 1913. It is a modern building in every respect and was very economically built. However, our dormitory room, at the present rate of growth, will be inadequate probably within a year.

The Dining Hall, provided for by the last Legislature, was completed this past year and was occupied in May, 1914. The dining room proper is 115 by 52 feet and seats comfortably over 500 students. The room is well ventilated and well lighted. The ceiling is in old English style of architecture and is 30 feet high at the highest point.

The kitchen, a two-story wing 59 1-2 by 42 1-2 feet, to the rear of the dining room, is thoroughly equipped for the sanitary and scientific preparation of food. In the second story are the kitchen and the dish-washing-room, and in the first story are the bake-shop, the store-room and the cold-storage rooms.

The old dining room has been converted into living rooms for students.

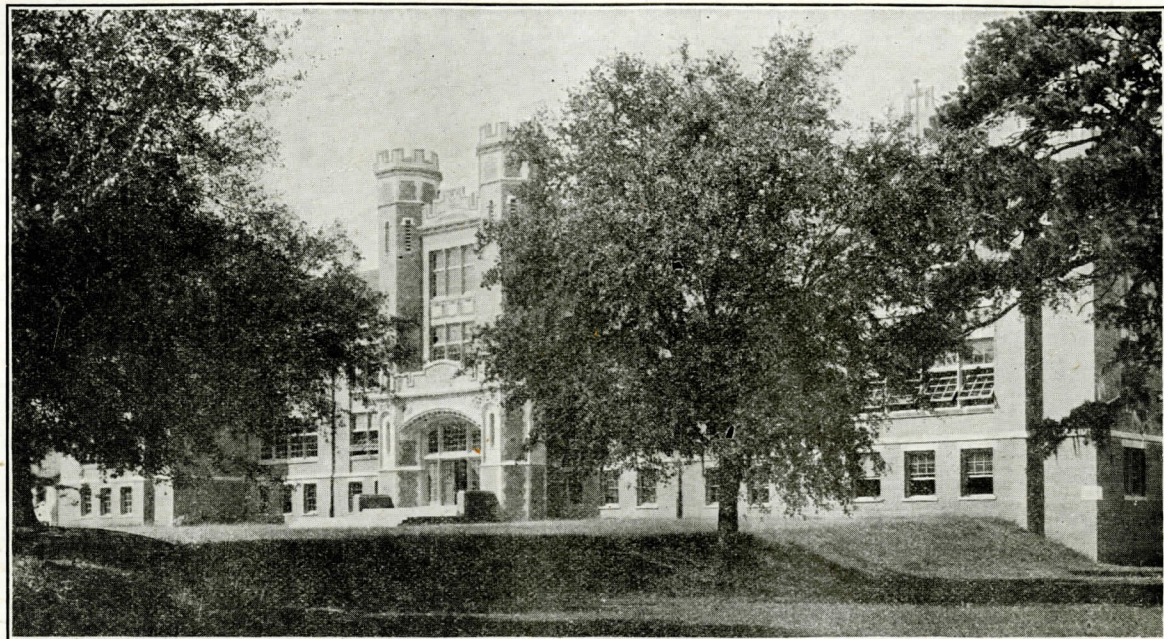
Large additions have been made to the grounds owned by the College, so that the holdings are now about 103 acres. As soon as a proper barn can be provided, which it is hoped will be very soon, the College will be able to furnish its own milk for the dining room. To meet the needs as the school grows, more land should be purchased now while it can be had at reasonable prices. The College produces nearly all the fresh vegetables needed on the college table.

During the past year some necessary grading was done and some necessary walks were laid. This adds much to the comfort of the students and to the appearance of the campus.

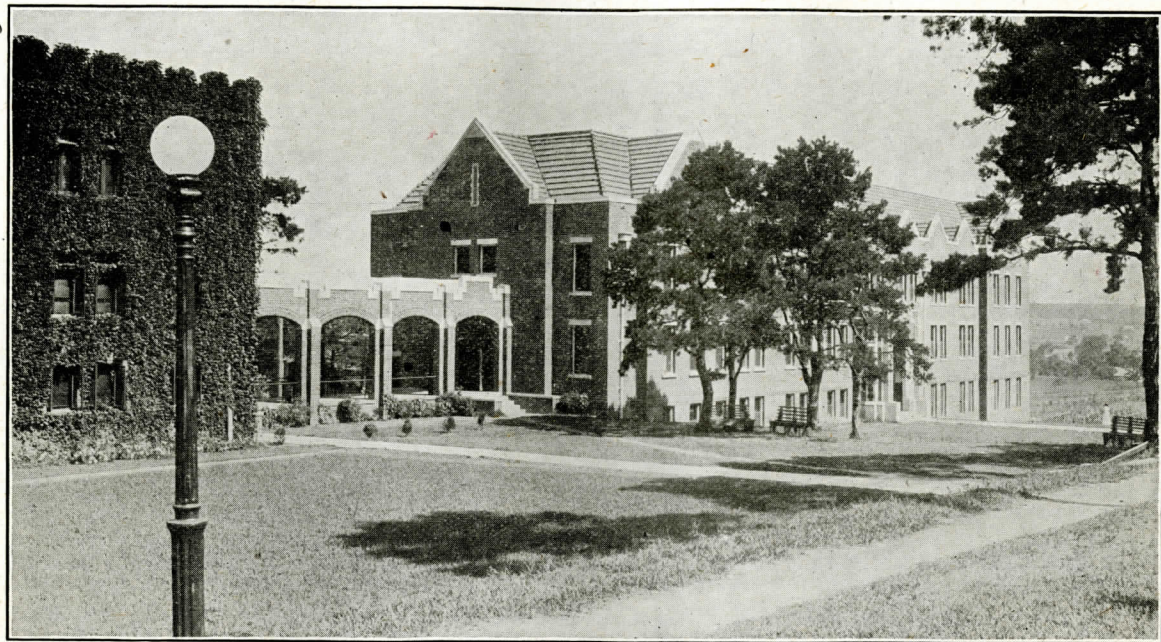
ENROLLMENT.

The enrollment of an institution of high rank is an index of the service the institution renders to the State. The following table gives the enrollment for the past two years. Not only has the attendance increased from year to year, but the maturity of the students has also in-

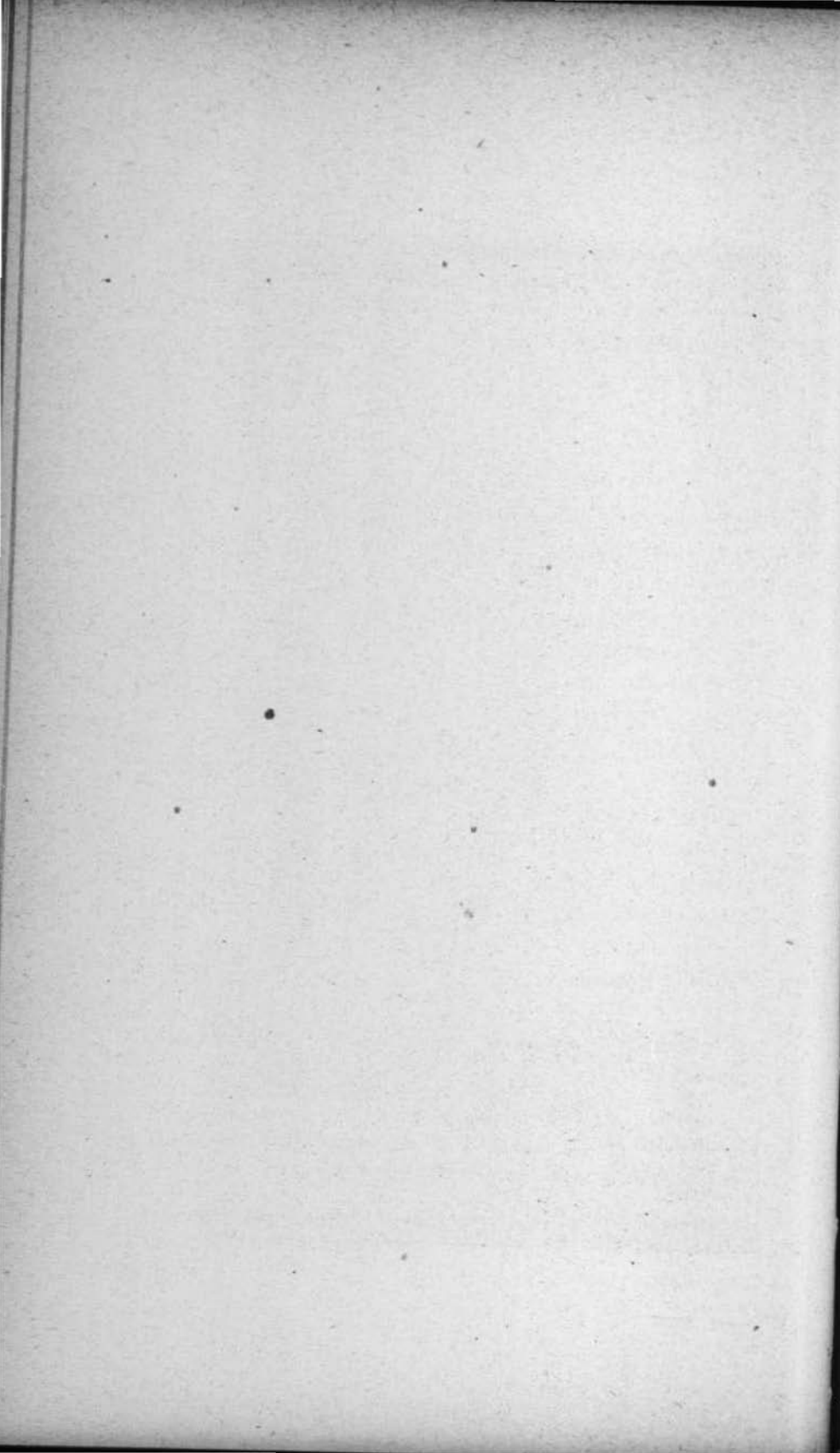




ADMINISTRATION BUILDING—FLORIDA STATE COLLEGE FOR WOMEN



REYNOLDS HALL—FLORIDA STATE COLLEGE FOR WOMEN



creased. Students entering now are on the average better prepared to do the work than were those who entered some years ago, a condition which adds much to the efficiency of the average graduate.

ROLL OF STUDENTS.

| | 1912-13 | 1913-14 |
|-----------------------------------|---------|---------|
| College of Arts and Sciences..... | 160 | 179 |
| Normal School..... | 253 | 225 |
| School of Music..... | 143 | 138 |
| School of Art..... | 13 | 15 |
| School of Expression..... | 20 | 27 |
| Sub-collegiate | ... | 25 |
| Short Courses..... | 35 | 27 |
| | <hr/> | <hr/> |
| | 624 | 636 |
| Counted twice..... | 211 | 219 |
| | <hr/> | <hr/> |
| Actual Enrollment..... | 413 | 417 |
| Summer School Enrollment..... | 60 | 163 |
| | <hr/> | <hr/> |
| Total Enrollment..... | 473 | 580 |

In the above enrollment *every county* in the State is represented.

In 1912-13 all sub-collegiate students were enrolled in the Normal School. In 1913-14 the sub-collegiate students were enrolled separately, as the figures above show.

I may call attention to the fact that the enrollment for 1912-13 is more than 30 per cent. higher than that of the previous year.

ROLL OF GRADUATES.

| | 1912-13 | 1913-14 |
|---|---------|---------|
| Master of Arts..... | 3 | 6 |
| Master of Science..... | 1 | 6 |
| Bachelor of Arts..... | 10 | 25 |
| Bachelor of Science..... | 7 | 8 |
| Licentiate of Instruction..... | 8 | 9 |
| Teacher's Certificate in Music..... | 1 | 3 |
| Teacher's Certificate in Expression.... | .. | 1 |
| Teacher's Certificate in Art..... | 3 | .. |
| Total | 33 | 58 |

Respectfully submitted,

EDW. CONRADI,

President.

FLORIDA SCHOOL FOR THE DEAF AND BLIND.

St. Augustine, Fla., October 28, 1914.

Hon. Wm. N. Sheats,
State Supt. of Public Instruction,
Tallahassee, Fla.

Sir:—In compliance with your direction I submit this report of the school, covering a period of two years, beginning July 1, 1912.

One of the purposes of a report is to maintain the continuity of the record of the school's history for the benefit of future inquiries. It is here written, therefore, that no special events have marked the biennium under review.

The school continues its growth and comes a little nearer to its ideals than was possible several years ago. The efficiency of its teaching force has been increased. This has been made possible by better salaries being offered. The growth of the school in numbers has made better classification possible.

The school stands for a three-fold ideal: To make each student morally sound, intellectually bright and industrially capable.

ATTENDANCE.

The enrollment for the past two years shows an increase.

| | |
|----------------------|----|
| White, Deaf | 83 |
| White, Blind | 31 |
| Negroes, Deaf | 26 |
| Negroes, Blind | 9 |

149

The enrollment for 1912-1913 was 119; for 1913-1914, it was 135.

SUMMARY BY COUNTIES.

| County. | No. of Students. |
|--------------------|------------------|
| Alachua | 6 |
| Bradford | 3 |
| Brevard | 1 |
| Clay | 1 |
| Columbia | 3 |
| Dade | 14 |
| DeSoto | 4 |
| Duval | 23 |
| Escambia | 3 |
| Franklin | 2 |
| Gadsden | 3 |
| Hamilton | 3 |
| Hernando | 1 |
| Hillsborough | 18 |
| Holmes | 3 |
| Jackson | 2 |
| Jefferson | 1 |
| Lake | 2 |
| Lee | 3 |
| Leon | 1 |
| Levy | 3 |
| Manatee | 1 |
| Marion | 3 |
| Monroe | 1 |
| Nassau | 1 |
| Orange | 5 |
| Osceola | 3 |
| Polk | 12 |
| Putnam | 5 |
| St. Johns | 1 |
| St. Lucie | 3 |

| | |
|------------------|-------|
| Suwannee | 4 |
| Volusia | 5 |
| Walton. | 2 |
| Washington | 3 |
| | <hr/> |
| | 149 |

HEALTH.

The general health of the school has been exceptionally good. During a period covering fourteen years the school has lost only one pupil by death, and this was from a constitutional malady beyond the skill of medical science. The school has a well-equipped hospital, a trained nurse and a salaried physician and the pupils receive the best of medical care and attention.

The sanitary condition invites the most rigid inspection at all times.

The healthy condition of the school is due in great part to the regular habits of the pupils, to the wholesome food, and to a proper alternation of work and play.

LITERARY DEPARTMENT.

We strive to lead; we are not content to follow. The school is fully abreast of modern educational movements. New or suggested innovations or improvements are given careful consideration. Realizing the great importance of the literary work, every effort has been made to make it efficient. Five hours of each school day are given over to this department—from 8:00 a.m. till 1:00 p.m.

The gradation, or classification of the pupils, is much more satisfactory than in former years. This condition is the result of larger enrollments and increase in the number of teachers.

The graduates of recent years have, without exception, become independent and wholly self-supporting citizens of the State. Three young men, from the deaf department, are now students of the National College for the Deaf, at Washington, D. C. This college is known as Gallaudet College. Three of our graduates next year will be from the blind department and these young ladies will in all probability seek entrance into one of the colleges of the State.

INDUSTRIAL DEPARTMENT.

In 1911, the Legislature made an appropriation for an Industrial Building. This building was completed and equipped and ready for use at the opening of the 1913-1914 session.

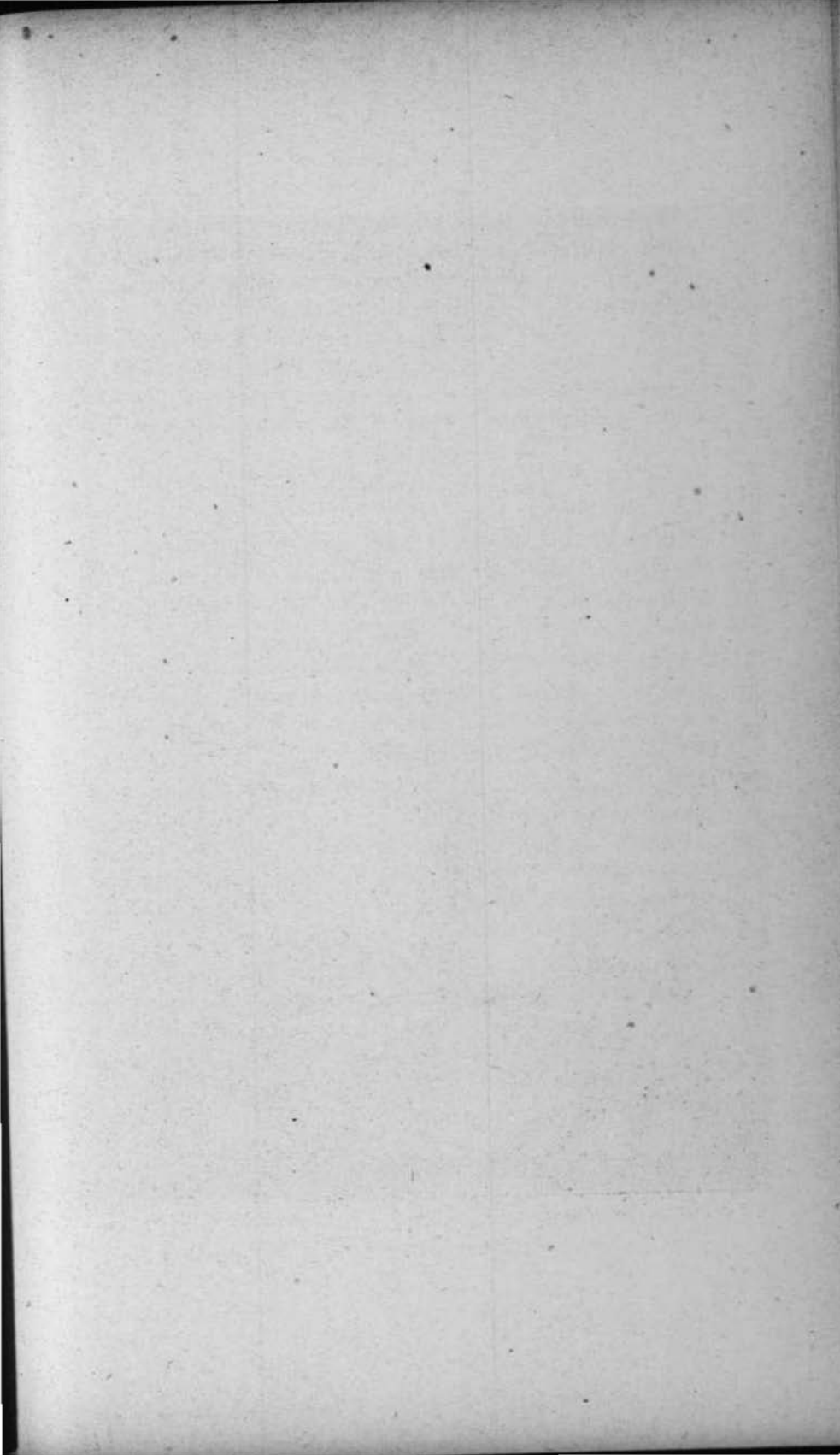
The school now finds itself in a position to take children from the rank of dependents and make of them wage-earners and independents. It is now possible to give every pupil a knowledge of some useful trade.

While we still maintain that the cultural standing of the school must not be lowered, we feel that the vocational side must be fostered and perfected as far as possible. The two subjects are co-eval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

The trades taught to the deaf boys are printing and carpentry; while the deaf girls are taught sewing, knitting, crocheting, cooking and general housework. The blind girls have the same branches as the deaf girls. The blind boys are taught broom-making, chair caning and mattress-making.

MUSIC.

Shut off from the beauties of nature and from many pleasures of life, the blind find in music a fine and artis-





INDUSTRIAL AND MECHANICAL ARTS BUILDING, FLORIDA SCHOOL FOR THE DEAF AND BLIND, ST. AUGUSTINE. FLA.

tic enjoyment they could not otherwise obtain; but this is not the thought of this department. To instruct those who show a talent in order that they may follow the vocation as teachers of music, both vocal and instrumental, and develop into performers of such proficiency on the pipe organ and in voice culture that their services can command a living, is the underlying principle upon which this department was organized.

In this branch competent instruction is given on the piano, pipe organ, and violin. Voice culture also receives its proportionate attention. Piano tuning will be added when conditions permit. Competent instructors have been secured for this department and the progress of the pupils has been highly satisfactory.

HOUSEHOLD DEPARTMENT.

The affairs of this department have been conducted with due regard for the comfort and happiness of the pupils, officers and teachers.

Two-thirds of the most impressionable and plastic time of a child's life is spent at school. Experience has proven that it is best for a deaf or a blind child to enter school at the age of six, and it is at this age we admit them. It is therefore largely the influence of the school life and not the home life that makes for all that is good or bad in the conduct of the child when grown to young manhood and young womanhood. His environment must be such that wholesome influences surround his school days at all times. This we strive for.

The constant care of so large a number of deaf and blind children is a grave responsibility, the magnitude of which is seldom understood. The physical, mental and moral training must go hand in hand and must receive the utmost care and attention.

Perfect harmony prevails throughout the school and the pupils are happy and contented.

COMPULSORY SCHOOL ATTENDANCE.

A law should be passed which would require parents or guardians of children with vision or hearing so defective that they cannot pursue their studies in the public schools to send their children to the School for the Deaf and the Blind, or to provide otherwise for their education. Such a law should parallel any general compulsory law which might be enacted.

IMPROVEMENTS.

The legislature of 1913 made the following special appropriations for improvements:

| | |
|--|-------------|
| Equipment of Industrial Building..... | \$ 4,000.00 |
| Laundry and Heating Plant | 16,500.00 |
| Readjusting Interior Main Building | 2,000.00 |
| Pianos, Books, etc. | 1,500.00 |
| Campus | 1,000.00 |
| Repairs, Old Building | 5,000.00 |
| | <hr/> |
| | \$30,000.00 |

All buildings are now heated from a central plant. The laundry building is under construction. The 5-acre tract in front of the school has been enclosed under one fence with the present grounds and the underbrush in this tract cleared off and the trees trimmed and treated. This property faces San Marco Avenue on the west—the main thoroughfare leading north from St. Augustine.

The adjustments in the main building for infirmary purposes have been made.

Four new pianos have been added to the musical department, and a number of valuable books have been added

to the library, especially books in the New York point for our blind pupils.

CONCLUSION.

In conclusion I desire to express my high appreciation of the loyal support, hearty interest and good will so freely given by all who are connected with the management and control of this school.

Respectfully submitted,

A. H. WALKER,
President.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES.

Hon. William N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:—In reply to request from your office dated September 21, 1914, I am herewith handing you a statement of the affairs of the Florida Agricultural and Mechanical College for Negroes for the bi-ennium closing June 30, 1914.

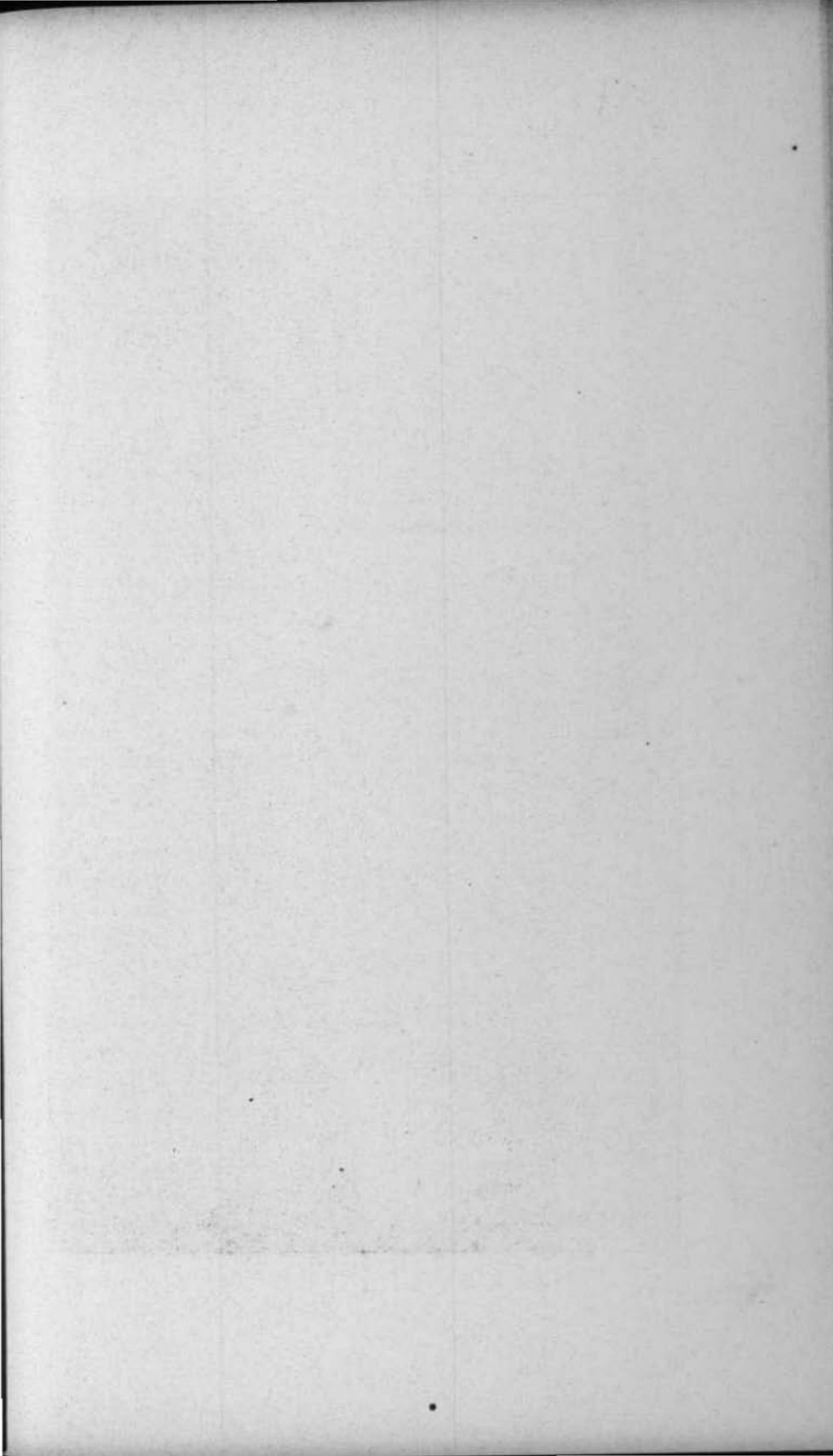
The College has had reasonable success in carrying forward its work as projected. The constant endeavor is to have it move along sane lines—to prepare the students in a practical way for the work immediately before them.

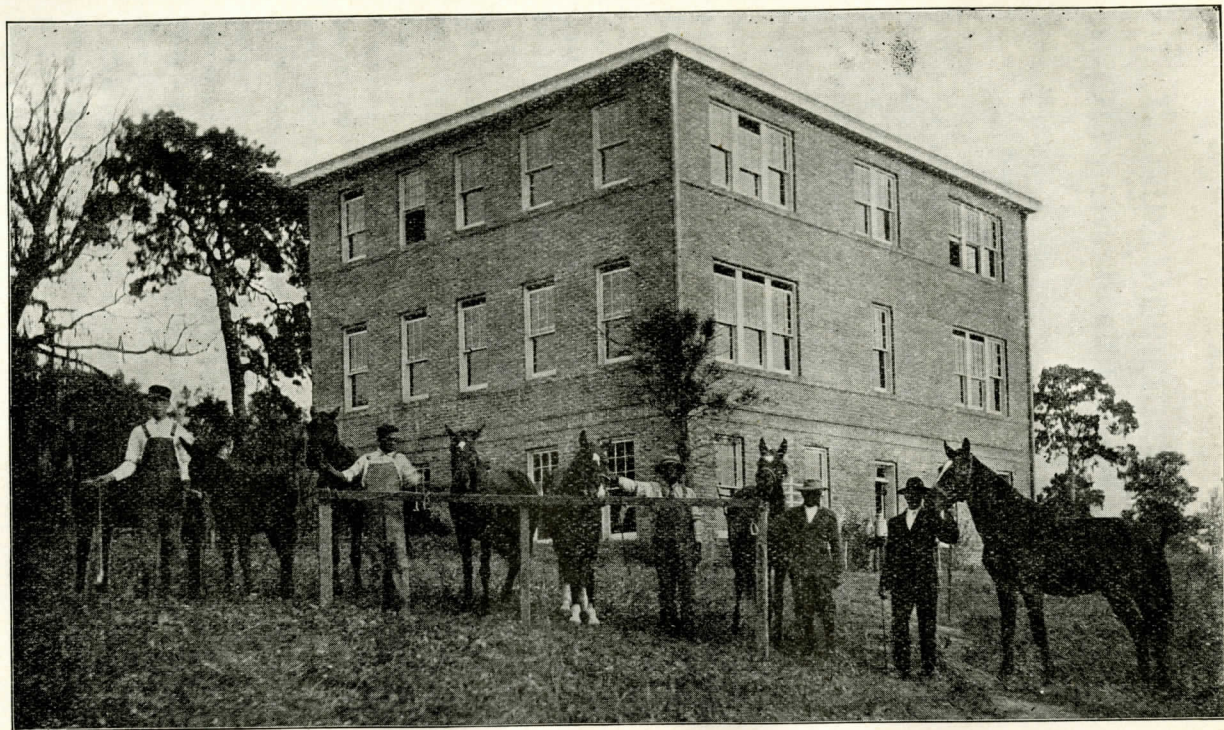
The school keeps on out-growing its plant. Although the plant facilities have materially increased during the past decade, yet the need for additional plant enlargement is as urgent as ever.

The industrial activities of the College are rounding into splendid shape, each activity being housed in an especially adapted building with a staff of specially trained teachers, as follows: Mechanic Arts, Agriculture, Home Economics, Academic and Health. Under this arrangement every student receives industrial training along the academic training.

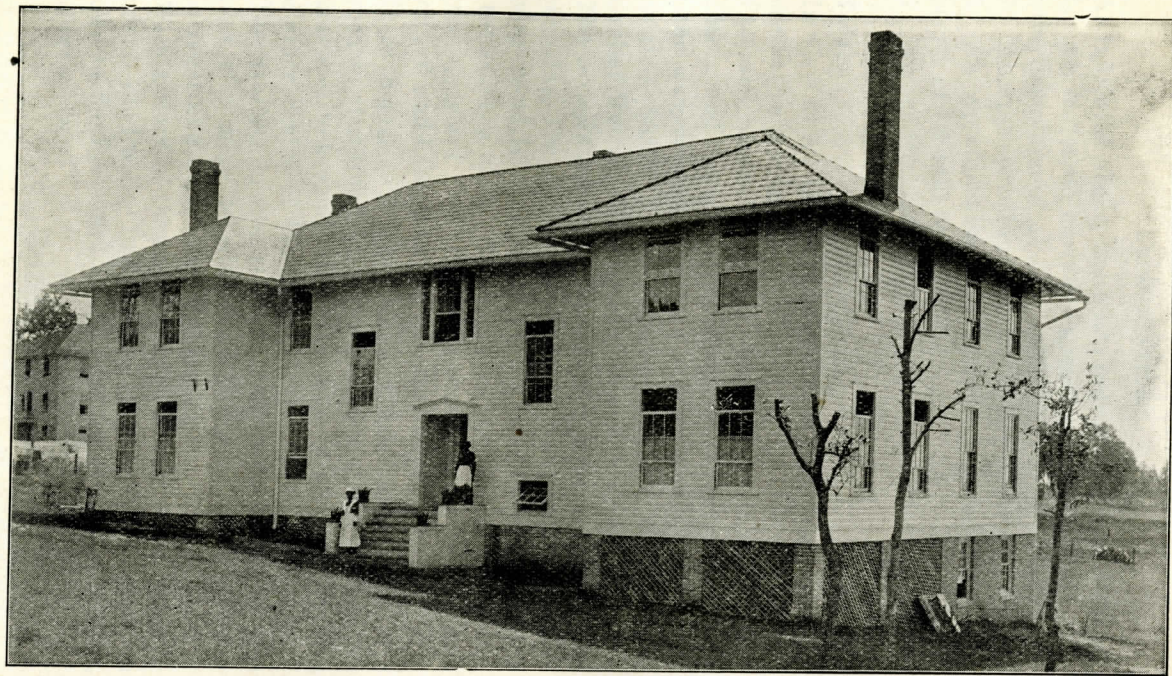
The teacher training work, also, has been placed upon proper footing by the erection of a Model School for observation and practical teaching by the intending teacher. This school will also be used in connection with the summer training school for active teachers.

This enlargement has been due largely to the active interest and forethought of the Board of Control and the State Board of Education. These Boards have placed the Negro citizens of the State under special obligation for their liberal management of this institution of learning.

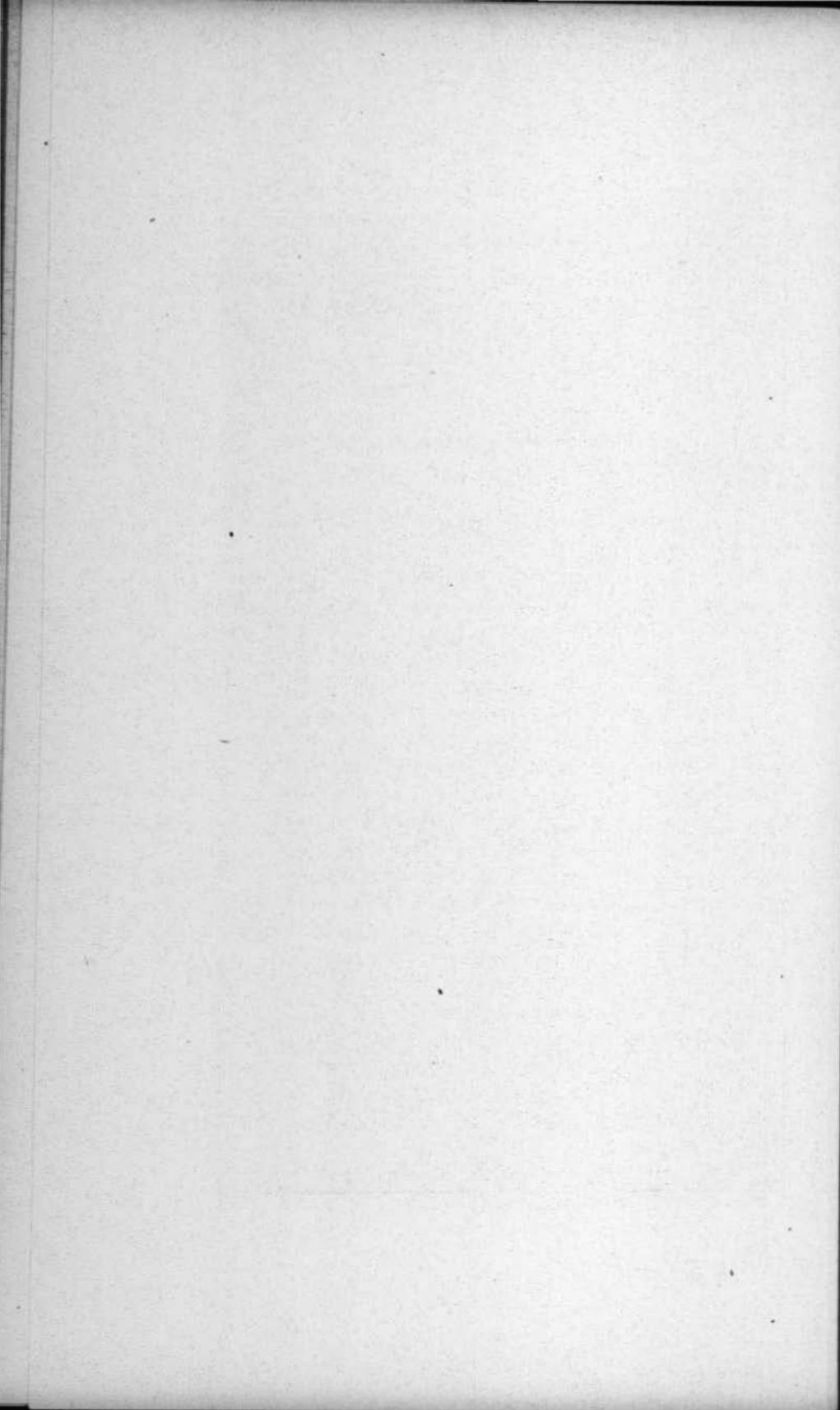




AGRICULTURAL BUILDING—FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES



HOMF ECONOMICS BUILDING—FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES



URGENT NEEDS.

As indicated above, there are urgent needs, as follows:

- | | |
|--|----------|
| 1. An increased current expense appropriation for the bi-ennium of..... | \$18,000 |
| 2. An appropriation for barn enlargement of.. | 2,000 |
| 3. An appropriation for increased dormitory capacity of (should be \$10,000)..... | 5,000 |
| 4. An academic auditorium appropriation of... | 25,000 |

Total\$50,000

In view of all the circumstances in this case, this is a conservative amount.

The men students are yet "packed up" in unsanitary quarters, and there is not comfortable dormitory capacity for the women students. As a matter of fact the amount indicated (\$5,000), Five Thousand Dollars, will not give the relief desired. This amount should be doubled.

The present assembly room is not large enough to accommodate the student body. The need of a larger assembly room is vital to the proper conduct of this phase of the school's work. There is also need for enlarged academic quarters that this department may be as well equipped and housed as are the other departments.

It is hoped that the incoming Legislature will give favorable attention to these urgent needs, and thus enable this school to keep abreast with those of a similar type in the other States of the South.

The exhibits hereto attached and made a part of this report give more detailed statistical and fiscal information regarding the affairs of the school.

With a word of thanks to the Honorable State Superintendent of Public Instruction for kind consideration shown to the President, in the conduct of this institution, this report is

Respectfully submitted,

N. B. YOUNG,
President.

EXHIBIT A.

Annual Enrollment of the Florida Agricultural and Mechanical College for Negroes for the Bi-ennium
1912-13.

First Year of Bi-ennium (1912-13).

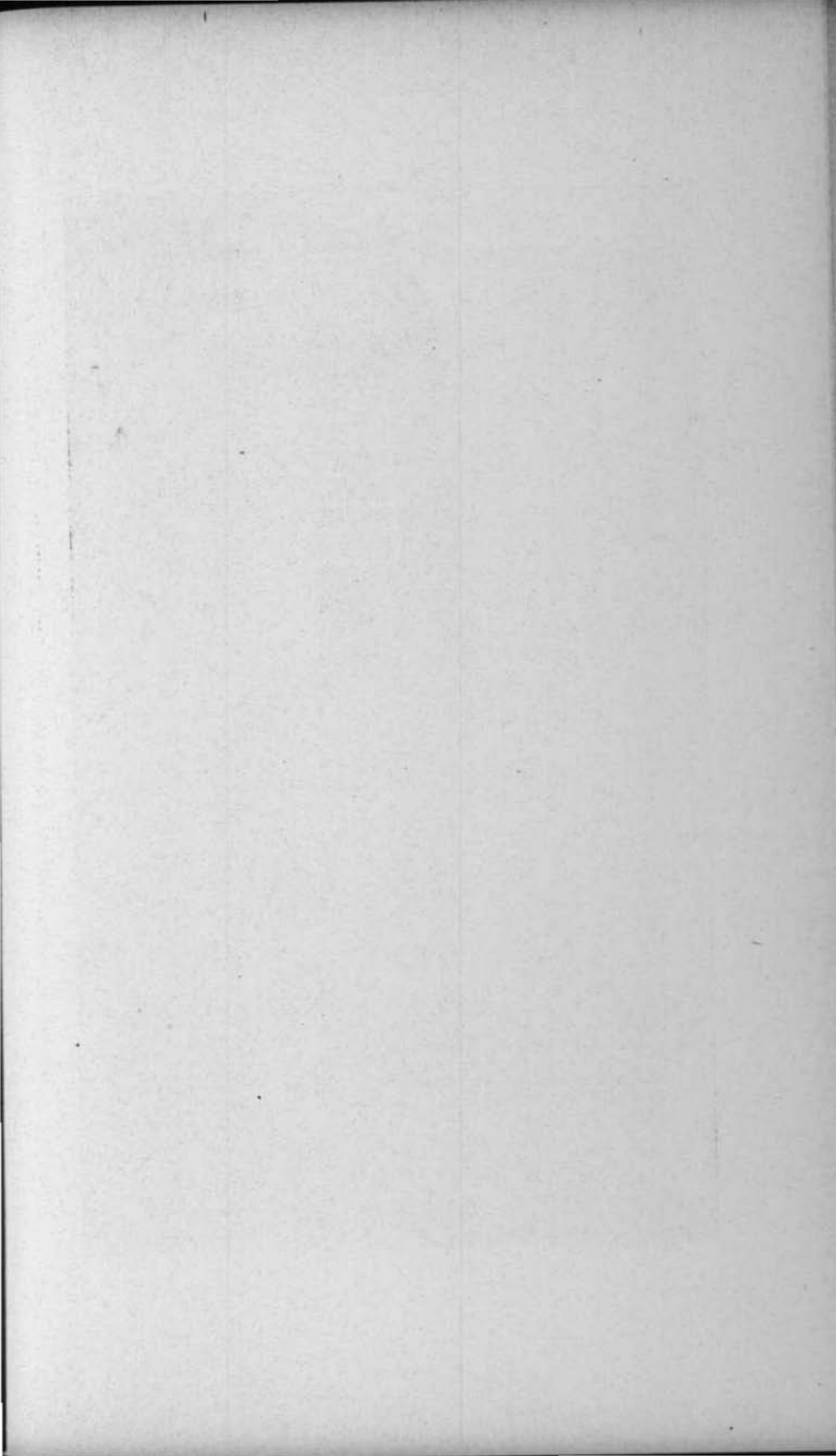
| | | |
|-----------------------------------|-------|-----|
| Men | 168 | |
| Women | 211 | 379 |
| | <hr/> | |
| From Florida..... | 345 | |
| From elsewhere..... | 34 | 379 |
| | <hr/> | |
| Increase over preceding year..... | 17 | |
| Florida counties represented..... | 41 | |

Second Year of Bi-ennium (1913-14).

| | | |
|-----------------------------------|-------|-----|
| Men | 202 | |
| Women | 231 | 433 |
| | <hr/> | |
| From Florida..... | 395 | |
| From elsewhere..... | 38 | 433 |
| | <hr/> | |
| Increase over preceding year..... | 54 | |
| Florida counties represented..... | 41 | |
| Total increase for Bi-ennium..... | 71 | |

Number Graduations During Bi-ennium.

| | | |
|----------------------------|-------|----|
| Scientific Course..... | 7 | |
| English-Normal Course..... | 31 | 38 |
| | <hr/> | |





GIBBS HALL, SCIENCE BUILDING—FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES



MECHANIC ARTS BUILDING—FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES

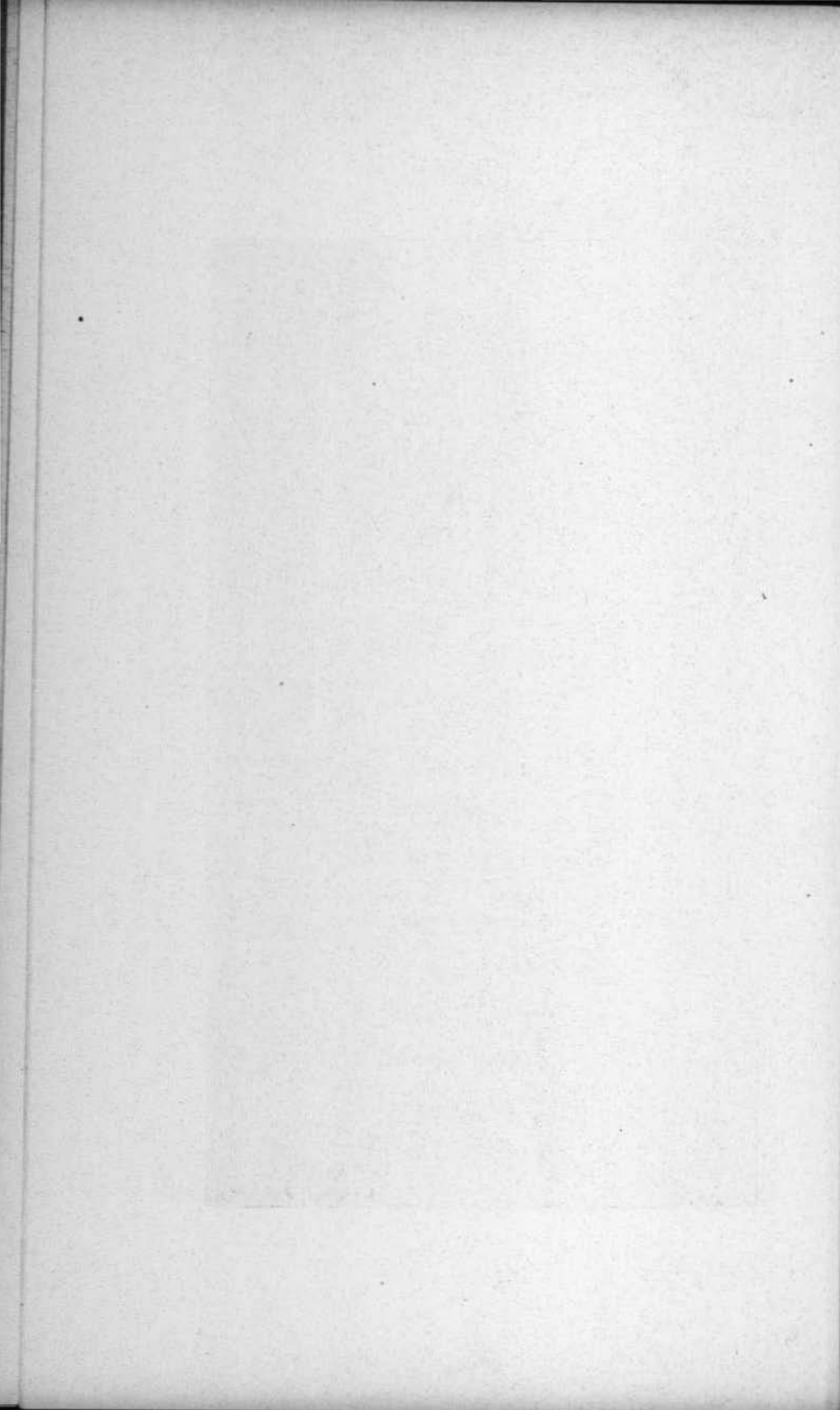


EXHIBIT B—FINANCES.

RECEIPTS.

First Year of Bi-ennium (1912-13).

| | | |
|---|-------------|-------------|
| 1. Educational Fund..... | \$ 7,500.00 | |
| 2. Educational — New Building— (balance July 1, 1912)..... | 6,474.33 | |
| 3. Morrill-Nelson Fund..... | 26,512.08 | |
| 4. Incidental Fund..... | 1,069.88 | |
| 5. Slater Fund..... | 450.00 | |
| 6. Boarding Fund..... | 17,099.67 | \$59,105.96 |

Second Year of Bi-ennium (1913-14).

| | | |
|---|-------------|--------------|
| 1. Educational Fund..... | \$ 8,500.00 | |
| 2. Morrill-Nelson Fund..... | 25,532.45 | |
| 3. Incidental Fund..... | 663.46 | |
| 4. Slater Fund..... | 450.00 | |
| 5. Fire Loss Fund (Mechanic Arts Building) | 9,500.00 | |
| 6. Boarding Fund..... | 17,213.81 | |
| 7. New Building Appropriation... | 7,000.00 | \$68,859.72 |
| Total for two years..... | | \$127,965.68 |

DISBURSEMENTS.

*First Year of Bi-ennium.
(1912-13)*

| | | |
|---|-------------|--------------|
| 1. Educational Fund | \$ 7,994.87 | |
| 2. Morrill-Nelson Fund | 25,979.63 | |
| 3. Incidental Fund | 1,056.58 | |
| 4. Educational Fund (New Building) | 6,517.00 | |
| 5. Boarding Fund | 16,825.32 | |
| 6. Slater Fund | 450.00 | \$ 58,823.40 |

DISBURSEMENTS.

Second Year of Bi-cennium,
(1913-14)

| | | |
|---|--------------|--------------|
| 1. Educational Fund | \$ 10,063.78 | |
| 2. Morrill-Nelson Fund | 25,497.47 | |
| 3. Slater Fund | 450.00 | |
| 4. Incidental Fund | 630.37 | .. |
| 5. Boarding Fund | 16,825.32 | |
| 6. Mechanic Arts Building (Fire loss fund) | 9,380.20 | |
| 7. Educational Fund (New Building) | 269.32 | \$ 63,116.46 |
| | | <hr/> |
| Total for two years | | \$121,939.86 |
| | | |
| Total Receipts | | \$127,965.68 |
| Total Disbursements | | 121,939.86 |
| | | <hr/> |
| Balance on hand July 1st, 1914 (expendi- ture of which already provided for) | | \$ 6,025.82 |

CHAPTER VIII.

PRIVATE AND DENOMINATIONAL SCHOOLS.

The present State Superintendent has always entertained the opinion that a general exhibit of the educational advantages and work of a State would be incomplete which did not include high class private and denominational schools. Hence his custom has been to tender them space in his Bi-ennial Report.

These schools contribute a considerable amount to the total sum of education in the State, and they largely furnish the particular kind of educational influence which tends to conserve and give intrinsic value to all other educational efforts.

In a Republic, where church and State are not united and where the attempt is made to keep the Bible and religious instruction out of the system of schools supported by the State, the opinion is entertained by the present State Superintendent that the existence of church schools is indispensable to public welfare.

The impression is seriously entertained that education with religious training eliminated may prove a questionable benefit, hence the present State Superintendent confesses great friendship for all worthy church institutions of learning. If this friendship is in any sense disloyalty to State institutions of learning, he pleads guilty to the charge.

Many of the best teachers in the public schools of the State received their training in denominational schools, and to dispense with them would mean not only the loss of the schools to the State, but of many valuable teachers hereafter. The thought is so interwoven into every fibre of his belief that every teacher should not only be

moral, but should accept the teachings of the Bible as his guiding principle in life and the basis of all true teaching, that he would not have the influence of the denominational schools eliminated from the spirit of the public schools for any consideration. He further believes that the influence of these schools tends greatly to keep scepticism and other false teachings out of the system of schools supported by the State from the lowest to the university.

This is but a brief statement of the many reasons why he is so friendly to all church schools, and he will always insist upon giving them recognition in State Reports.

The following circular letter requesting these reports was issued from this office, and the reports of such schools as accepted the offer are herein given :

CIRCULAR LETTER,

Tallahassee, Fla., February 9, 1915.

_____, Fla.

My Dear _____ :

It is noted that Private and Denominational Institutions of learning have not had representation in the Biennial Report of the State Superintendent since the report of 1905-6.

These Institutions contribute too largely to the general educational uplift of the State not to be incorporated in "Reports of Schools" from the State Department of Education.

The omission of the reports of such institutions from the State Reports was not observed until recently, or copy would have been requested of you earlier. It is sincerely desired to revive the custom of incorporating reports of all such schools. Now, if you concur in such desire, will you please forward copy for insertion in the State Report within the next ten days?

The space tendered each school will vary from 2 to 6 or

8 printed pages in the State Report, varying with the size and importance of the school accepting such recognition. You will certainly know how to economize the space granted, and will send in your copy typewritten or printed, sub-headed and just as you desire it to appear in the Bi-ennial Report from the State Department.

Space is hereby tendered to every private or denominational school within the State, the address of which is known to the State Department of Education. Each is requested to make a full statement, *in brief*, of its faculty, enrollment, courses offered, attendance by departments, terms of admission, cost of tuition and board, value and condition of plant, aim and scope of the school, endowment, general outlook, and any pertinent matter that may not transgress upon the space to which the importance of the school may entitle it.

Space is also tendered for one or two engravings, provided cuts, not larger than $6\frac{1}{2}$ by $4\frac{1}{4}$ inches, are furnished free of cost to the State.

It is especially desired that the State Superintendent of Public Instruction be notified immediately upon receipt of this communication whether this offer is accepted, and when copy and cuts, or copy alone, may be expected.

Yours with great respect,

W. N. SHEATS,
State Superintendent.

John B. Stetson University
DeLand, Florida
President's Office
February 12, 1915.

Hon. William N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:—In response to your request for a statement concerning Stetson University, the following report is being sent. The report will indicate the progress being made in every way at Stetson.

Respectfully yours,

LINCOLN HULLEY,
President, John B. Stetson University.

JOHN B. STETSON UNIVERSITY,

DeLand, Fla.

Stetson University has recently had a remarkable growth in the personnel of its faculty, in the number of its students, in the acquisition of many acres to the Campus, in the erection of three massive buildings in nearly doubling the large endowment, in establishing traditions embodying the higher scholastic and religious ideals, and in cultivating a spirit of loyalty among the students.

AIM AND PURPOSE OF STETSON UNIVERSITY.

It was the aim and purpose of the founders and builders of Stetson University to enable the young people of Florida to secure just as good an education in their own State as they could get anywhere. With this end in view material equipment was provided for; a faculty of picked

men and women, graduates of the best colleges and universities in the United States and Europe, was engaged; and endowment sufficient to keep everything up to the highest standard was given by men and women consecrated to the cause of education in Florida.

ENTRANCE REQUIREMENTS.

Sixteen units of academic work is now and has always been required for admission to the Stetson College of Liberal Arts. Students may enter conditionally with fourteen units and make up the conditions in the College Preparatory Department. Credit is given for work done in any standard high school or good preparatory school without examination. A student is allowed to enter the class of his choice, upon the presentation of the proper certificates, and if his work justifies it, is allowed to remain in that class.

Students asking for admission to the College Preparatory Department must present certificates to the effect that they have successfully completed the eight grades of the Grammar School. This Preparatory Academy is not maintained in opposition to the excellent high schools of Florida, but in order that those living in communities where there are not good educational advantages can secure a thorough preparatory course.

Students applying for admission to the Stetson College of Law must satisfy the Dean of the Law School that they have had at least the equivalent of a high school education, or that they have had such business experience and are mature enough to pursue the study of law profitably. A three-year law course is maintained for students not coming up to the specified entrance requirements.

COURSES OFFERED.

The Stetson College of Liberal Arts offers opportunities to pursue advanced courses in Law, in History and

Political Science, in Economics and Sociology, in Philosophy, in Business Administration, in the Latin Language and Literature, in the Greek Language and Literature, in the English Language and Literature, in the German Language and Literature, in the French Language and Literature, in Mathematics and Astronomy, in Physics and Mechanics, in Chemistry, in the Biological Science, in Geological Science in Biblical Literature, in Pedagogy, in Music, in fine Arts, in Public Speaking, in Civil Engineering, in Electrical Engineering, in Chemical Engineering and Home Economics.

The Stetson College of Law offers a two-year course covering fully all requirements made by the Supreme Court of Florida for admission to the bar; and also a three-year course covering the same amount of law work, and kindred subjects such as English, History, Economics and Public Speaking.

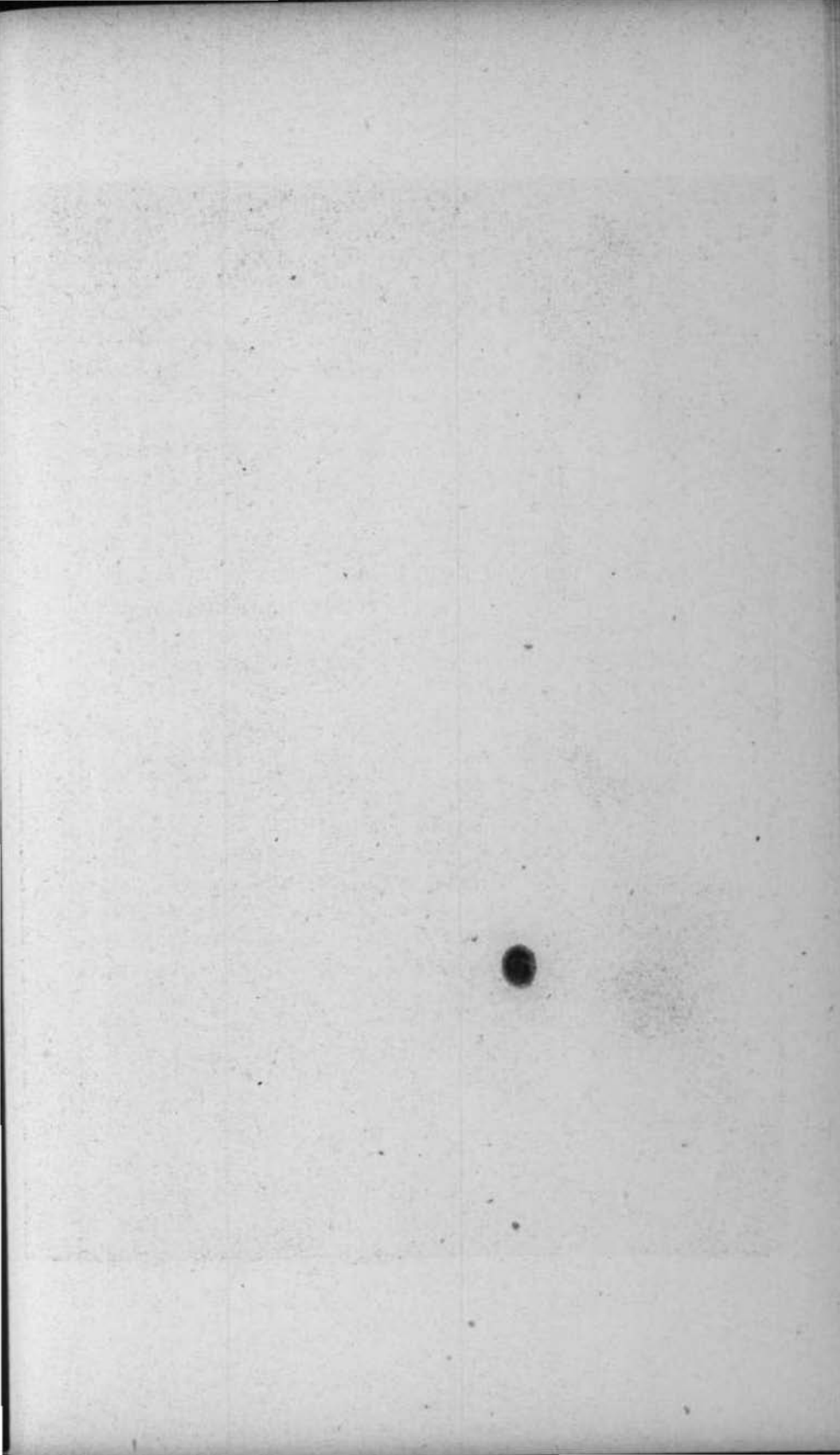
The Stetson College Preparatory Department offers a four-year preparatory course fitting a student to enter any college or university in the country.

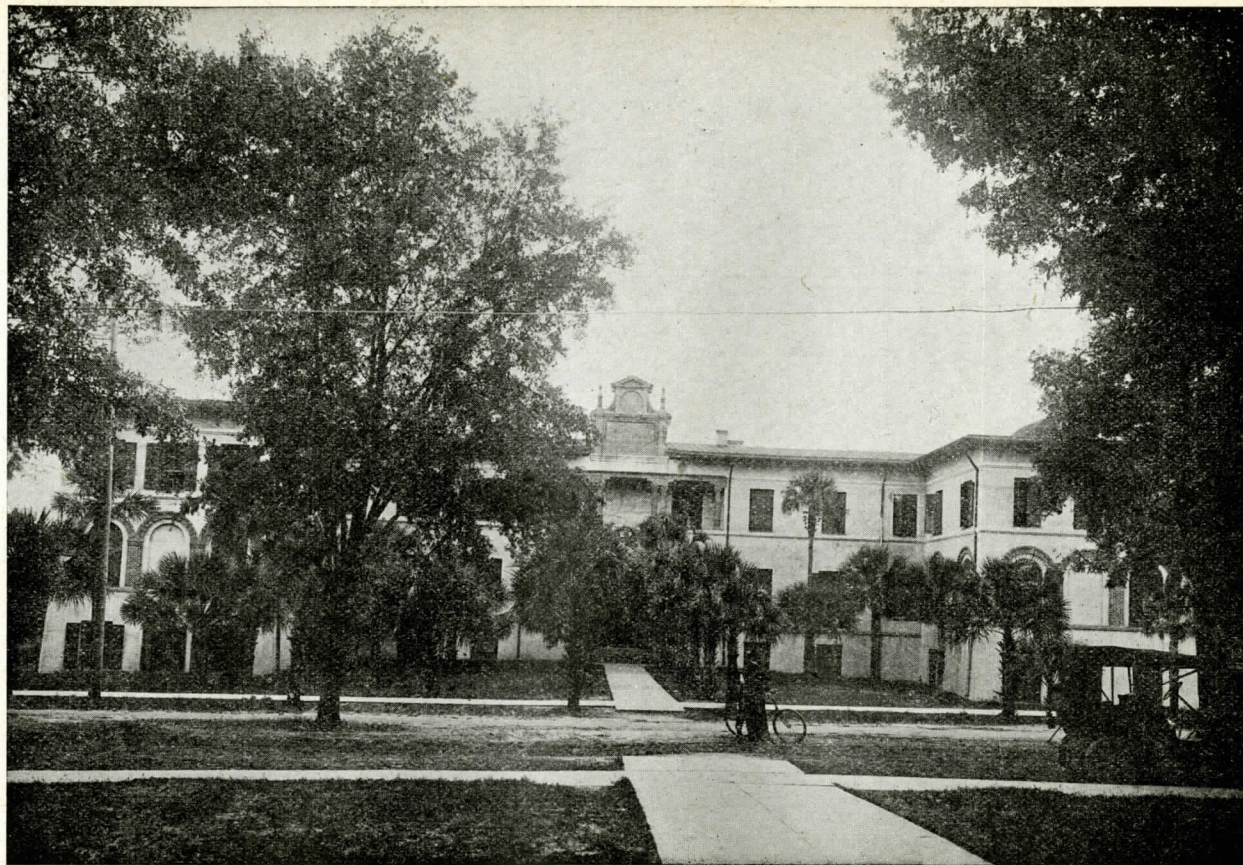
The Stetson Business College offers high standard courses in Bookkeeping, Banking, Shorthand, Typewriting, Accounting, Business English, Business Arithmetic, Business Spelling, Commercial Law and Commercial Geography. It also offers courses in Business Administration for those students who wish to work for a college degree.

The Stetson Schools of Music and Fine Arts offer advantages equal and corresponding to those offered in the special schools, under teachers who have had the finest training.

STETSON BUILDINGS.

The buildings of Stetson University are modern and well built, admirably adapted to their purpose, and in a remarkable state of preservation. They are conveniently





SCIENCE HALL—STETSON UNIVERSITY

arranged with plenty of room between them, insuring good light and are equipped with modern conveniences and even luxuries. Steam heat, electric lights, electric bells, cement walks, beautiful parlors and fine pictures are a suggestion of the fine appointments of the University. These buildings are the result of an expenditure of about one-half a million dollars. The equipment in every instance is complete and of the best to be had.

ELIZABETH HALL.

Elizabeth Hall, the main building of Stetson University, really consists of three large structures. It is believed that Elizabeth Hall is the most notable building devoted to educational purposes in the entire South. It is two hundred and fifty feet long by eighty feet broad, and is worth fully \$150,000. The architectural style is that of the Spanish Renaissance. It is three stories high. In the central portion are about thirty of the class rooms and the offices.

In the South Wing is located the Stetson Memorial Auditorium, one of the most beautiful auditoriums in the South. A splendid pipe organ built by special order and pronounced by experts to be one of the finest in the South, a number of handsome oil paints, beautiful stained glass windows of original design and handsome furnishings, aid in making the interior of this auditorium very attractive. Its capacity is about one thousand.

In the first floor of the North Wing is located the Stetson Museum of Fine Arts, containing about one hundred paintings by Mr. H. D. Fluhart, head of the Stetson School of Fine Arts, and a number of beautiful engravings. On the second floor is contained the Stetson Business College. On the third floor is located the Monroe Heath Mureum, laboratories for Biology, Mineralogy, Bacteriology and Geology, and lecture room for the head of the Department of Natural Sciences.

THE FLAGLER SCIENCE HALL.

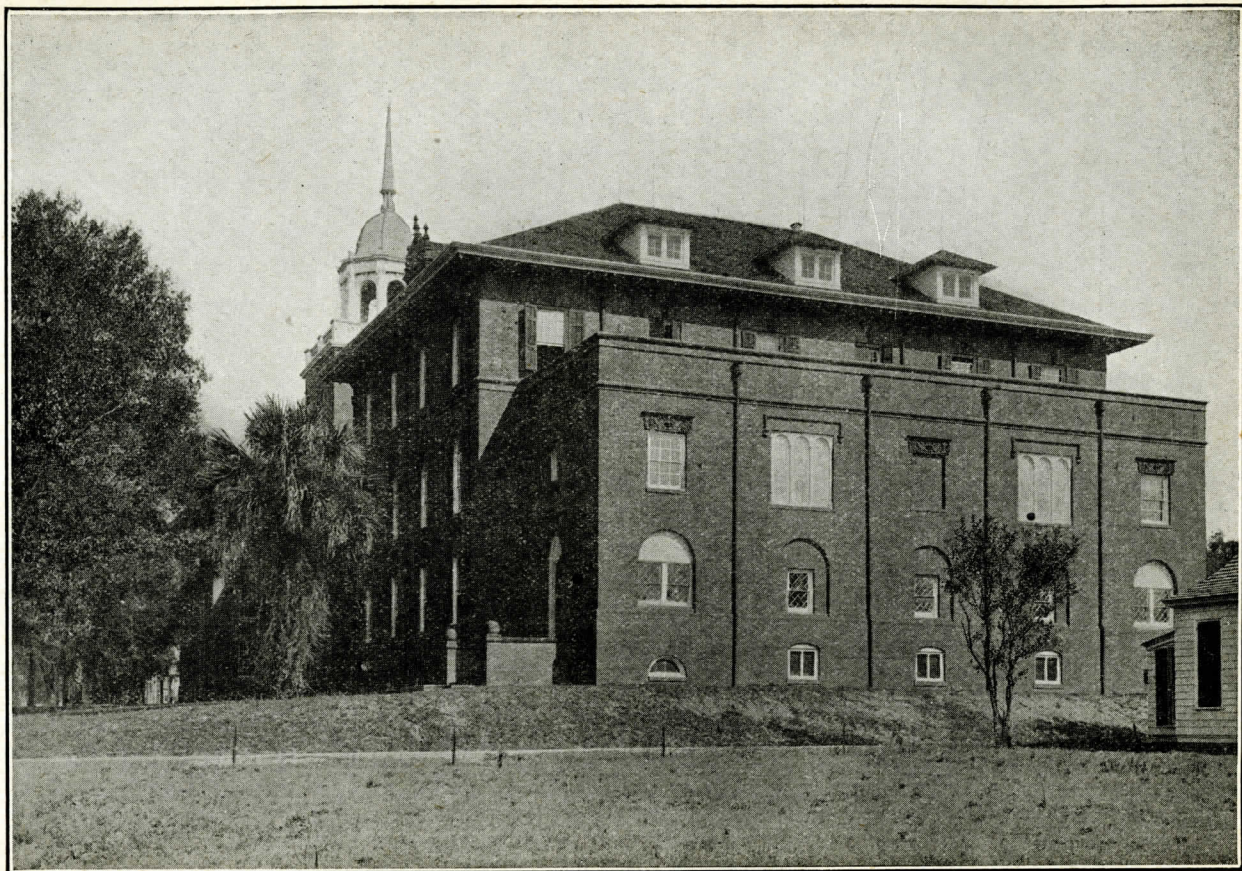
This building is thoroughly modern. It is two hundred feet long by eighty feet broad and three stories high. It is made of brick finished in stucco in the style of the Spanish Renaissance. The ground floor is given to the shops of the Stetson School of Technology and are equipped with some of the highest priced machines made. An exhibit of work turned out by the young men working in these shops last year secured a prize at the Tri-County Fair held in Orlando. The laboratory for Domestic Science is also located on the ground floor. The second floor is used for Physical and Chemical Laboratories, of which there are a large number for both elementary and advanced courses and lecture rooms. The third floor is occupied by the Department of Law and the School of Fine Arts.

THE CARNEGIE LIBRARY.

One of the most beautiful buildings on the campus is the Carnegie Library Building, the gift of Mr. Andrew Carnegie. It is one hundred fifty feet long by fifty feet wide, not counting the portico in front nor the stack room in the rear. It is two stories in height, the lower housing the valuable Sampson Library, and the upper containing beautiful assembly rooms for the Christian Associations, the Eusophian Literary Society, the Women's Fraternity Rooms and the laboratory for Domestic Art. The large central hall on the upper floor is used often for social affairs, and is greatly beautified with a dozen or more of Mr. Fluhart's handsome oil paintings.

In addition to the \$20,000 endowment left by the late Mr. C. T. Sampson, the Carnegie Library has been endowed by a fund of \$40,000 by the Countess of Santa Eulalia, making a total of \$60,000 of endowment for the Stetson Library. It has something over 23,000 volumes al-





ELIZABETH HALL—STETSON UNIVERSITY

ready on its shelves, and is one of the largest and most heavily endowed libraries in the entire South. In addition the University has a separate Law Library containing several thousand volumes of the choicest legal reference books, representing gifts from the bench and bar of the State of Florida, from alumni and from the general endowment fund.

STETSON DORMITORIES.

Two beautiful dormitories built at right angles to each other and known as Chaudoin Hall and Sampson Hall are given over to the exclusive use of the young women. Chaudoin Hall is in the colonial style, plain and simple externally and artistic in every detail. The first and second stories are of brick; the third is in the steep shingle roof and is lighted by dormer windows. The interior is planned, finished and furnished with an elegance not often seen in a school building. The first floor contains beautiful halls and parlors and Dean's rooms. The two floors above contain students' rooms. Chaudoin Hall is one hundred and forty-two feet long by forty-five feet wide.

Sampson Hall, built at right angles to Chaudoin Hall, is occupied by the young women of college rank. The first floor contains the spacious dining room, eighty-seven feet by thirty-three feet, and is capable of seating three hundred persons, a modern kitchen and store room. The rooms on the second and third floors are for the students.

CONRAD HALL.

Conrad Hall, a handsome three-story brick building built within the last few years, is occupied by the men of the College of Liberal Arts and College of Law. It is built after the most approved plan for dormitories and located, as it is, in a beautiful pine grove, is an ideal home for the young men.

STETSON HALL.

Stetson Hall, the oldest dormitory building erected on the Stetson Campus, is an immense wooden structure containing rooms for a great many students. It is occupied in part by the students of sub-collegiate rank and by young men of college rank who wish to decrease their expenses. A Dean of Men and two monitors have charge of the hall.

FRATERNITY HOUSES.

In addition to the dormitories for men there are two houses on the Stetson Campus furnishing room for about twenty young men, which are owned by Stetson University and rented to two fraternities for Chapter Houses. One of the National Men's Fraternities occupies a commodious dwelling near the campus.

STETSON GYMNASIA.

The Cummings Gymnasium, adjoining the Stetson Athletic Field, is a handsome brick building equipped with the most up-to-date gymnastic apparatus. The young men have the use of this gymnasium for gymnastics and basket ball.

A separate gymnasium near Sampson Hall provides an excellent basket ball floor for the young women. Exhibition games are played in the Cummings Gymnasium.

In addition to the two gymnasia there are on the Stetson Campus a dozen or more tennis courts in good condition, all of which are in constant use by the students and faculty; an Athletic Field for baseball and football, and running track.

STETSON'S CAMPUS.

The magnificent oaks, stately pines and beautiful palm trees dotting the Stetson Campus make it one of great natural beauty. DeLand is famous for her oak-lined avenues. Several of these run through the Stetson Campus. In front of the Flagler Science Hall is a beautiful grove of tall palms. Between Elizabeth Hall and the President's Home have recently been planted a double row of palm trees. On the east side of the campus is a three-acre space covered with tennis courts and surrounded on every side by dense foliage, making a very picturesque spot on the campus. A large force of men are busy constantly in keeping up the campus.

Rollins College,
Winter Park, Fla., Feb. 13, 1914.

Hon. W. N. Sheats,
Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:—In accordance with your kind offer contained in your letter of the 8th inst., I am enclosing herewith a statement of the condition and work of Rollins College at the present time, which I trust will be suitable for use in your report.

Thanking you for your kindness in this matter, and with most cordial personal wishes, I remain,

Very truly yours,

BERKELEY BLACKMAN,
Secretary to the Faculty.

ROLLINS COLLEGE,

WINTER PARK, FLA.

Rollins College was incorporated under the General Laws of Florida in 1885, and is, therefore, the oldest institution of higher learning in the State. In 1895 it received a special charter from the Legislature. Its object, as expressed in both charters, was to provide an institution of Christian learning, to promote the general interests of education, and to qualify its students to engage in the learned professions and discharge honorably and usefully the various duties of life.

The campus, situated on the summit of a knoll above the waters of one of a chain of beautiful clear water lakes, comprises twenty-eight acres of land; its location makes it unusually healthful as well as attractive. Winter Park is admittedly one of the most beautiful and attractive towns in the State, and in addition is noted for its gen-

eral healthfulness. It is notably free from distracting temptations and places of doubtful amusement, and affords a well-nigh perfect environment and atmosphere for educational work.

Although entirely undenominational in spirit or control, the college is distinctively Christian in character, and one of the salient facts of the college life is the conspicuous activity of the Y. M. C. A. and Y. W. C. A. There are four churches in the town—Congregational, Episcopal, Methodist and Baptist—and all students are required to attend one or another of these churches. Many of the social and athletic activities of the school are in charge of committees of the two student Christian Associations.

There are thirteen buildings on and about the campus—Carnegie Hall, containing the library, reading room and administrative offices; Knowles Hall, containing recitation rooms, physical laboratory, two chemical laboratories, apparatus, balance and dark rooms, lecture and demonstration rooms for instruction in science; the Thomas R. Baker Museum, a chapel and auditorium containing a \$5,000 pipe organ and a concert grand piano, and a central steam-heating plant; Chase Hall, Pinehurst Cottage and Lakeside Cottage, containing rooms for young men; Cloverleaf Cottage, containing rooms for young women; the Dining Hall; the Lyman Gymnasium; Sparrell Cottage, containing rooms for musical instruction and practice; the Art Studio; the Pumping Station; the Boat House, and the President's House. All but the last of these buildings are lighted with electricity. The plant is valued at nearly \$200,000.

The institution offers a four years' college course, which fully conforms to the requirements of the Carnegie Foundation for the Advancement of teaching; a four years' preparatory course from which students are admitted without examination to all the leading colleges of the country; and thorough courses in music, expression, fine

and domestic arts, and business training. Students are admitted to the Freshman Class of the College on presentation of evidence that they have satisfactorily covered fifteen units, as follows :

1. English, 3 units.
2. History, 1 unit.
3. Mathematics, $2\frac{1}{2}$ units (Algebra $1\frac{1}{2}$, Plane Geometry 1).
4. Latin, German or French, 4 units (of which 2 must be Latin).
5. Science, 2 units (to be selected from the list of sciences given below in 6).
6. Electives, $2\frac{1}{2}$ units.
 - English, 1 unit.
 - Latin, 1 or 2 units.
 - Greek, 1, 2 or 3 units.
 - German, 1 or 2 units.
 - French, 1 or 2 units.
 - Spanish, 1 or 2 units.
 - Mathematics, 1 unit.
 - History, 1 unit.
 - Civil Government, $\frac{1}{2}$ unit.
 - Botany, $\frac{1}{2}$ unit.
 - Chemistry, 1 unit.
 - Physical Geography, $\frac{1}{2}$ unit .
 - Geology, $\frac{1}{2}$ unit.
 - Physics, 1 unit.
 - Physiology, $\frac{1}{2}$ unit.

The degree of Bachelor of Arts is bestowed upon the student who has satisfactorily completed one hundred and thirty-six points of work in the college, one hundred and twelve being required, and twenty-four elective. The diploma of the Academy is given those who have successfully completed 160 points of work, of which practically all are required courses. Certificates are given for completion of work in the School of Music, School of Ex-

pression, School of Fine Arts, School of Domestic and Industrial Arts and the Business School.

The Faculty consists of twenty professors and instructors, who have received thorough training in the foremost colleges and universities of this country and abroad, and most of whom have previously taught in leading institutions in this country. Owing to the unusually high character of the Faculty, the work of the institution has always been kept on a very high plane, and the past year has been no exception to this rule. Wherever Rollins students have gone to other institutions on certificate from this college, they have invariably given evidence of the thoroughness of their preparation by the high degree of success they have won in other institutions.

The enrollment by departments during the past year was as follows:

| | |
|-----------------------------------|-------|
| Regular College Students..... | 32 |
| Special College Students..... | 6 |
| Regular Academy Students..... | 69 |
| Special Academy Students..... | 7 |
| Sub-Preparatory | 7 |
| Music | 48 |
| Expression | 10 |
| Fine Arts..... | 3 |
| Domestic and Industrial Arts..... | 36 |
| Business School..... | 38 |
| Course for Teachers..... | 16 |
| | <hr/> |
| | 272 |
| Names duplicated..... | 96 |
| | <hr/> |
| Total enrollment..... | 176 |

Rollins possesses an Endowment Fund of \$236,717.31. Owing to the income from this fund, and the generous contributions to current expenses of the many friends of

the institution, it is possible to provide the high grade of instruction characteristic of the institution at an exceedingly low charge to the students. The annual charges in the various departments are as follows:

COLLEGE.

Board, room and tuition.....\$210.00

ACADEMY AND BUSINESS SCHOOL.

Board, room and tuition.....\$190.00

Use of typewriter or adding machine—

One period daily..... 10.00

Each additional period..... 4.00

SCHOOL OF MUSIC.

Piano, 40 minute lessons twice a week in classes....\$ 40.00

Pipe Organ, 40 minute lessons twice a week in
classes 40.00

Voice Culture, 40 minute lessons twice a week in
classes 40.00

Violin, 40 minute lessons twice a week in classes.. 40.00

Half hour lessons twice a week, any of above..... 50.00

Half hour private lessons, once a week, any of above 30.00

Single lessons, each..... 1.00

Harmony and Counterpoint, each..... 15.00

History, Theory and Ear-Training, each..... 10.00

Use of piano for practice—

One period daily..... 10.00

Each additional period..... 5.00

Use of pipe organ for practice—

One period daily..... 30.00

Each additional period..... 20.00

Single hour..... .25

SCHOOL OF EXPRESSION.

| | |
|-------------------------------------|----------|
| Hour lessons twice a week..... | \$ 80.00 |
| Half-hour lessons twice a week..... | 40.00 |

A number of perpetual scholarships are awarded each year to students distinguished for high scholarship and character, and whose circumstances may require it. In addition there are opportunities for students to work on the campus in part payment of their bills. It is the intention of the college that no young person who really desires an education need fail for lack of money or opportunity.

SCHOOL OF FINE ARTS.

| | |
|---|----------|
| Charcoal Work, three lessons per week..... | \$ 40.00 |
| Painting, three lessons per week..... | 40.00 |
| Miniature Painting..... | 40.00 |
| Modeling, three lessons per week..... | 40.00 |
| Elementary course in drawing, one lesson per week with two practice periods..... | 12.00 |

SCHOOL OF DOMESTIC AND INDUSTRIAL ARTS.

| | |
|--|----------|
| Cooking, twenty-four lessons..... | \$ 10.00 |
| Sewing, twelve lessons..... | 10.00 |
| Dressmaking, twelve lessons..... | 10.00 |
| Metal work..... | 10.00 |
| Wood work..... | 10.00 |
| Leather work..... | 10.00 |
| Basketry, twelve lessons..... | 6.00 |
| Home decoration..... | 10.00 |
| Architecture and mechanical drawing..... | 10.00 |

Columbia College.
(Co Educational)

Lake City, Fla., February 12, 1915.

Hon. W. N. Sheats,

Superintendent of Public Instruction.

My Dear Mr. Superintendent:—I have the honor to submit to you the following report on Columbia College:

I deem the College fortunate in having a place in your Bi-ennial Report.

Thanking you for the opportunity, I am,

Yours cordially,

A. P. MONTAGUE.

COLUMBIA COLLEGE.

LAKE CITY, FLORIDA.

GENERAL REMARKS.

This academic year, 1914-1915, will complete the eighth session of Columbia College, an institution founded to promote the cause of sound, Christian education. While the college is under the government of the Baptist denomination, it opens its doors and gives welcome to seekers after knowledge of every name and faith, and, to advance the cause of religion, it offers free tuition to students for the ministry of all Christian bodies.

During the brief existence of Columbia College the school has made excellent progress in scholarship. Its standard now compares favorably with that of other institutions of higher learning in this State, requirements for admission being the same and work of the class-rooms being of equal grade.

ORGANIZATION.

The organization of the College embraces the following departments: The School of Liberal Arts, the Preparatory School, the Business School, the Department of Education, and the Schools of Music, Expression and Art.

OFFICERS OF ADMINISTRATION.

The officers of administration are the president, the dean of the College, who, in the absence of the chief executive, is acting president, and the business manager. At the head of each department is a dean or a supervising teacher.

THE FACULTY.

The faculty for the year 1914-1915 consists of eighteen professors and instructors. These teachers represent in the institutions in which they were educated some of the leading colleges of the South and several of the foremost universities of the North and East. Professors and assistants are chosen with much care and after faithful examination of character and scholarship.

THE DEPARTMENT OF EDUCATION.

A new and helpful feature of the College is the Department of Education, at whose head is a teacher whose educational advantages were the best and who had prior to his connection with Columbia College experience in public school work. He is assisted by six members of the faculty.

The chief purpose of the Department of Education is to help in the training of teachers for our public schools. Recognizing the fact that the most urgent need of the public schools of Florida is the better trained teacher, the

management of Columbia College is eager to aid in meeting this grave need. The school of education craves the inspection, counsel and co-operation of the State Superintendent of Education, the Inspector of High Schools and Rural School Inspectors. At all times the doors of the college and especially the rooms of the school of education are open to these gentlemen, whose requirements and experience will be of the utmost value to the work of this department. The president and faculty of the College are in cordial sympathy with the aims, purposes and efforts of the public schools in this State and anxious to do all in their power to promote the efficiency and success of the system.

ENROLLMENT.

The average enrollment for eight years has been 173.

During last summer an exhaustive canvass was made by members of the faculty and prospects were very bright for a large increase; the effects of the European war began to be felt more and more; we lost, at a conservative estimate, fifty students, who were planning to come.

NUMBER IN EACH DEPARTMENT.

| | |
|----------------------------------|----|
| In the College..... | 45 |
| In the Preparatory School..... | 55 |
| In the Business School..... | 31 |
| In the School of Music..... | 50 |
| In the School of Expression..... | 17 |
| In the School of Art..... | 16 |
| In the School of Education..... | 15 |

COST OF BOARD AND TUITION.

For Academic Year.

| | |
|---|----------|
| Board, including table fare, room rent, fuel, water and lights..... | \$144.00 |
|---|----------|

| | |
|---|--------|
| Tuition in College..... | 60.00 |
| Tuition in Preparatory School..... | 50.00 |
| Tuition in Music, piano..... | 40.00 |
| Tuition in Music, voice..... | 40.00 |
| Tuition in full Business Course..... | 70.00 |
| Tuition in Expression, in class \$16, individual.... | 40.00 |
| Tuition in Art..... | 40.00 |
| Total cost in College, including matriculation, con- tingent fee, etc..... | 225.00 |
| Tuition in Preparatory School..... | 215.00 |

All expenses are payable strictly in advance at the beginning of each quarter, according to this regulation of the Board of Trustees: One-fourth at the beginning of the session; one-fourth December 1; one-fourth February 1, and one-fourth April 1. A student who does not pay within fifteen days after the above dates may be dismissed.

VALUE AND CONDITIONS OF PLANT.

A conservative estimate of the value of buildings, equipment and grounds is \$200,000. No campus in Florida presents more attractiveness or greater beauty.

Most of the buildings are in good condition. One, the Flagler Gymnasium, is in need of repair.

ENDOWMENT.

The College at present has little interest-bearing endowment, perhaps \$10,000. As soon as a regular current fund from the Baptist churches of Florida shall be secured, steps will be taken to obtain \$100,000 as endowment, and the aid of the General Education Board of New York will be invoked.

The plan of the Florida Baptist State Convention, in which is vested the ownership of Columbia College, is that the churches of the denomination give during 1915 (and

it is expected during each year thereafter) the sum of \$10,000, of which about \$7,000 shall be used for current support and \$3,000 for payment on the debt. It is the hope of the management of the College that this annual gift will be made, and increased as the development of the institution shall so require, until the school shall have an endowment, the interest from which shall be \$7,000 or \$8,000.

Convent of the Holy Names,
Tampa, Fla., Feb. 14, 1915.

Hon. W. N. Sheats,

Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:—We are sending you a copy of our new prospectus to serve as report for our school, in compliance with your request.

With sincerest appreciation of your work, and with highest regard, we are, dear sir,

Most cordially yours,

SISTERS OF THE HOLY NAMES,
Sister M. Edith, Sup.

CONVENT OF THE HOLY NAMES OF JESUS AND
MARY,

TAMPA, FLORIDA.

I. This educational institution was founded in 1881 by the Sisters of the Holy Names of Jesus and Mary, from Montreal, P. Q. This religious order, so well known in the Dominion of Canada, the Eastern and the Western States, is chiefly devoted to teaching, and its members are specially trained and educated for that most important office.

AIM.

The aim of the school is:

- (1) To give its students a liberal education which will train and develop all their powers simultaneously.
- (2) To impart culture, together with broad scholarship.

(3) To train Catholic girls to be solidly virtuous and religious, and to teach all, irrespective of denominational differences, to respect, appreciate and encourage religion and Christian morality.

EQUIPMENT.

In the construction of the Convent building, the comfort and safety of its inmates were taken into consideration. There are numerous doors and windows on every floor, while fire extinguishers are found in convenient places. The building is lighted by electricity and gas, and supplied with excellent rain water.

The laboratories are furnished with all necessary apparatus for work in Chemistry, Physics and Botany.

The Convent possesses a library of well-chosen books, while the older pupils are encouraged to read the leading periodicals of the day.

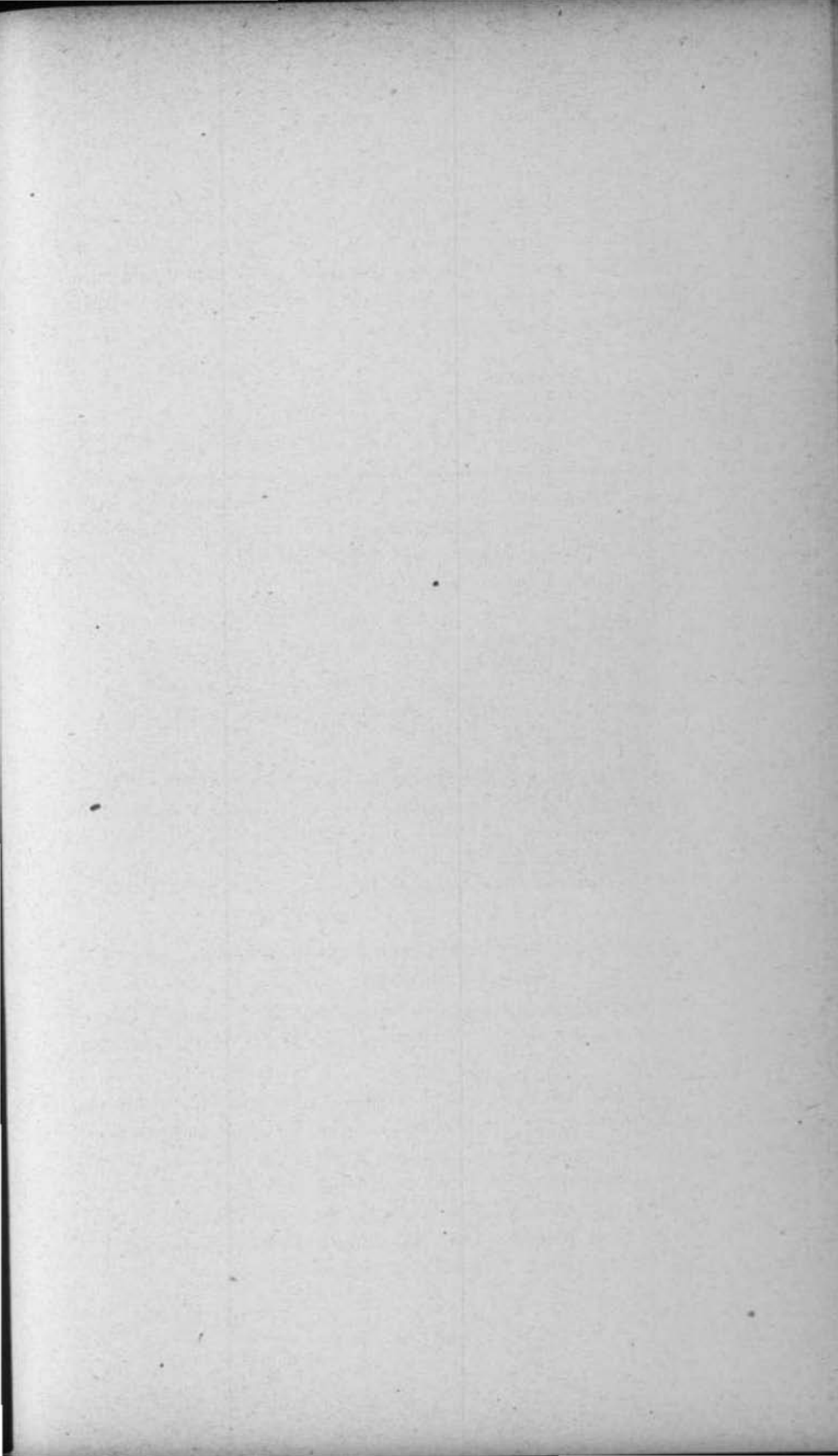
A large and pleasant dormitory with alcoves daintily curtained off from those adjoining is at the disposal of the resident students.

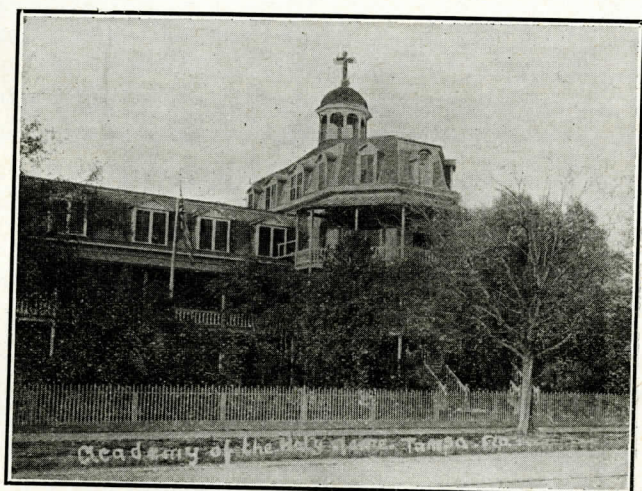
COURSES OF STUDY.

The Elementary Course comprises the work done in Primary, First, Second and Third Grades.

The Intermediate Course includes the branches taught in the Fourth, Fifth, Sixth, Seventh and Eighth Grammar Grades.

The two courses follow as closely as possible the work prescribed in the Public Schools of Florida, and embrace careful and thorough training in Religion, Reading, Spelling, Grammar, Composition, Elementary Literature, Writing, Arithmetic, Elements of Algebra, Geography, Botany, U. S. and Florida History, Latin, Health Lessons, Etiquette, Drawing, and Oral Expression.





HIGH SCHOOL COURSES.

FIRST YEAR.

First Term—English, Latin, Algebra, History of Rome, Physical Geography.

Second Term—English, Latin, Algebra, History of Greece, Physical Geography.

SECOND YEAR.

First Term—English, Latin, Algebra, Medieval History, Physics.

Second Term—English, Latin, Geometry, Civics, Physics.

THIRD YEAR.

First Term—English, Latin, Geometry, Modern History, French, Astronomy.

Second Term—English, Latin, Geometry, Church History, French, Philosophy.

FOURTH YEAR.

First Term—English, Latin, French, Philosophy, Chemistry.

Second Term—Latin, English, French, Philosophy, Chemistry.

For Catholic students, Religion, four periods weekly required throughout the courses.

NORMAL COURSE.

This course is pursued by students who wish to obtain Florida Teachers' Certificates. Besides the regular course

in Religion for Catholics, it comprises the studies prescribed for State examinations. These are Orthography, Reading, English Grammar, Composition, Geography, Physical Geography, Physiology, Arithmetic, Algebra, U. S. History, Florida History, Civics, Agriculture, Methods of Teaching.

MUSIC.

The Department of Music offers a regularly graded course of music study, based on the most modern and progressive principles and technical development. It is arranged to meet the needs of pupils who are at the same time taking the Academic courses, as well as those who wish to specialize.

Besides the ten grades in touch and technic, the course includes supplementary piano studies, theory, harmony, counterpoint, and the history of music.

Choral singing is taught regularly, and is free of charge.

ART.

The Art Courses comprise the various branches of drawing and painting in still life, figure and landscape. The studio is well supplied with casts and studies for decorative work. Courses in water colors, pastel, oil, china-painting are open to the students. A special course in tapestry is offered to advanced students.

Class drawing is taught in all grades without additional expense.

EXPRESSION.

This course aims to teach the dignity and worth of the Art of Expression, along the lines of Elocution and Dramatic Art.

COMMERCIAL COURSE.

The Business Course comprises, Bookkeeping, Stenography, Typewriting, Business Arithmetic, Penmanship, Spelling and Business Correspondence.

The Eclectic System is taught. When the student has mastered the principles of this system she is subjected to constant drill in dictation and transcription of notes until the speed is attained which will enable her to meet the requirements of business.

The Palmer Method of Penmanship is taught and special attention is given to the development of a good, rapid and easy style of writing.

SMALL BOYS' DEPARTMENT.

Boys are received as day students, taught in separate classes, and prepared to enter the Sacred Heart College under the direction of the Reverend Jesuit Fathers.

EXPENSES.

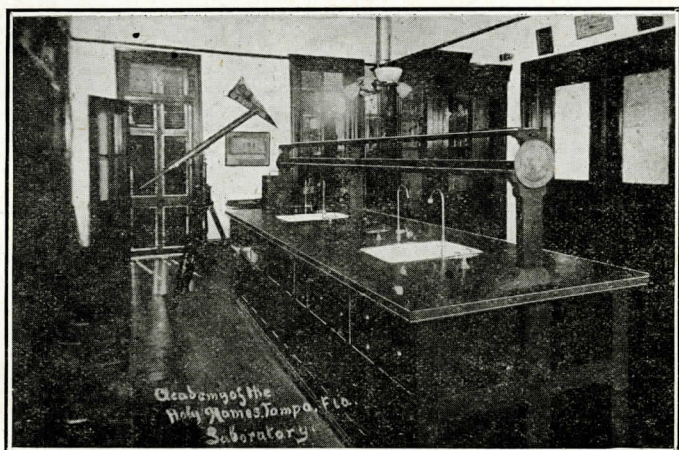
*For a Scholastic Term of Forty Weeks. Paid Monthly
or Quarterly in Advance.*

| | |
|--|---------|
| Board and Tuition, per month..... | \$25.00 |
| Laundering, per month..... | 4.00 |
| Day Students (Elementary Grades)..... | 2.25 |
| Day Students (Grammar Grades)..... | 3.25 |
| Day Students (High School Grades)..... | 4.25 |

The school is under the direction of 23 Sisters of the Holy Names.

| | |
|--|-----|
| Pupils enrolled at the Convent, Tampa..... | 250 |
| Pupils enrolled at Convent, West Tampa..... | 150 |
| Pupils enrolled at St. Francis School (colored)..... | 110 |

Total number enrolled.....510



Chemistry of the
Holy Names, Tampa, Fla.
Laboratory

Convent of Mary Immaculate,
Key West, Fla., February 15, 1915.

Hon. W. N. Sheats,
State Superintendent.

Dear Sir:—I take pleasure to send you the report of 1914 1915 for our school here in Key West.

I also send by same mail the cut of our Convent school, as requested.

Yours respectfully,

SISTER THOMAS OF JESUS, Superior.

COLLEGE PREPARATORY SCHOOL,
CONVENT OF MARY IMMACULATE,

KEY WEST, FLORIDA.

FORTY-SEVENTH YEAR.

“It is good to have a strong and enlightened mind; therefore it is good for woman to have such a mind. It is always good to know a thing; therefore it is good for woman to know whatever she is capable of knowing. To be a human being, many sided and well rounded, is to be like God; therefore, it is good that woman be developed on many sides, in harmony and completeness.”—
Most Rev. J. L. Spalding, D. D.

The Convent of Mary Immaculate, under the direction of the Sisters of the Holy Names of Jesus and Mary, is pre-eminently a Catholic school. Its aim is to educate young women by the growth, development, and discipline of their physical, mental and moral powers. That woman may attain to the ideal of her highest self, that she may be prepared for the larger life stretching beyond the realm of her school life—knowledge and religion must go hand in hand in the formation of her character.

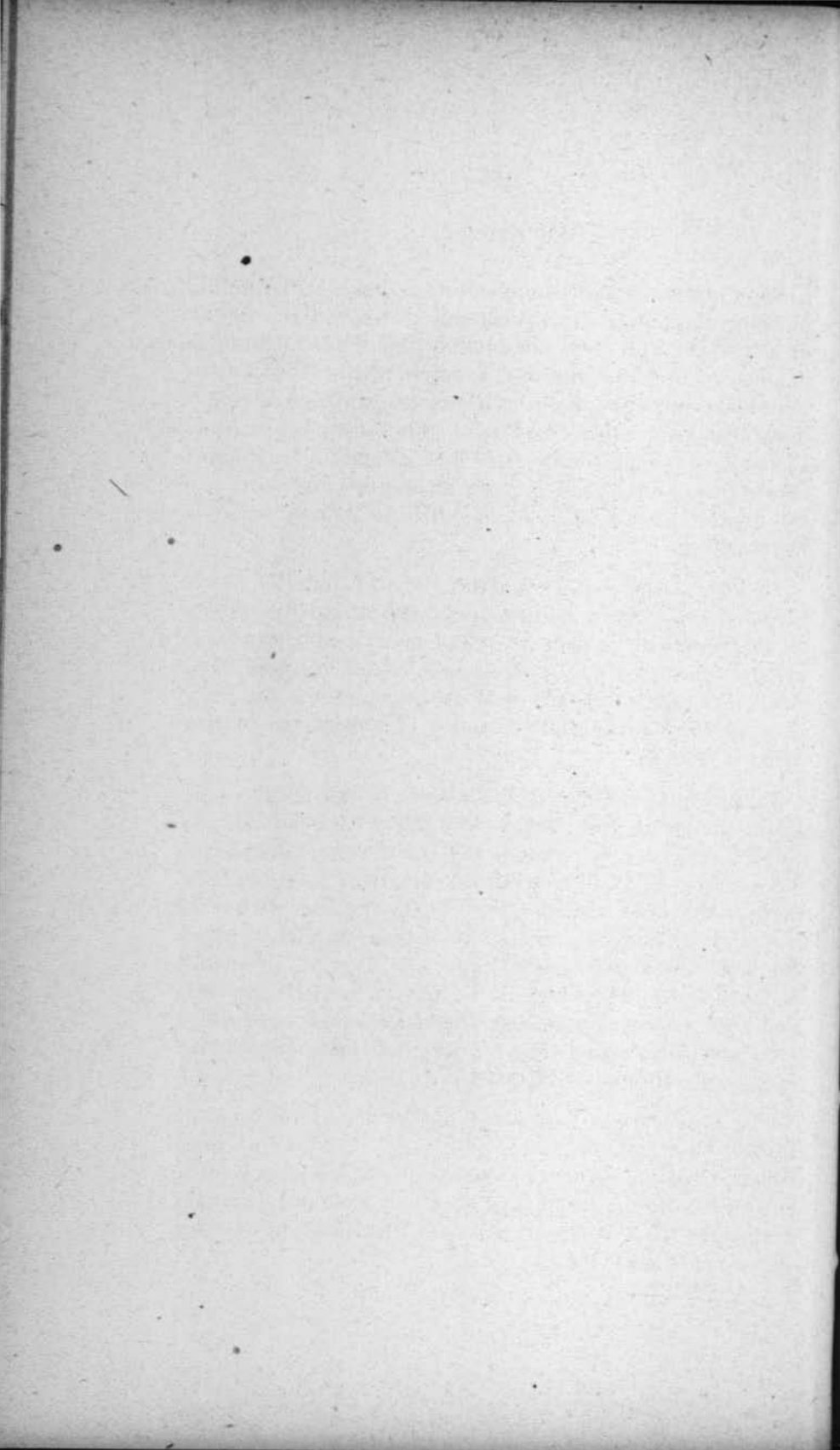
FOUNDATION.

The Convent of Mary Immaculate claims the distinction of being the oldest educational institution on the Island of Key West, and from the days of its humble beginnings it has ever been the aim of the sisters of the Holy Names to impart to their pupils—a thorough training in every department of education, hence the Convent has won, through its earnest and assiduous efforts, an extended reputation, and it has become an educational force, in the greater Key West of today, with an influence that is far-reaching.

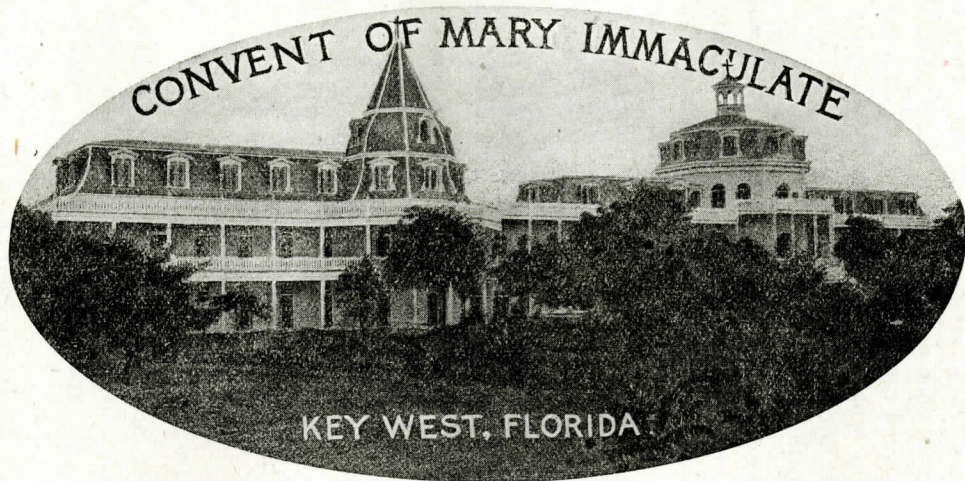
In his "History of Key West, the Old and the New," Mr. Jefferson Beale Browne pays this beautiful tribute to the work of the sisters: "The great majority of our highly educated and accomplished women received their education at the Convent of Mary Immaculate. Its influence on the morals and character of the women of Key West is infinite."

From the Chronicles of the Sisters of the Holy Names in Key West we have received the following gleanings: In 1868, at the earnest request of Right Reverend Augustine Verot, then Bishop of Savannah, and who later in 1870, became the first Bishop of St. Augustine, the Sisters of the Holy Names came to Key West from Montreal, where the Mother House of their Order is located in the suburb of Hochelaga. The sisters left Montreal on October 15th, and took passage from New York, two days later, on a merchant ship, which after a voyage of seven days landed at Key West, October 24, 1868.

The first classes, composed of the daughters of Key West's best families, were assembled in a large frame structure on the corner of Whitehead and Division streets, and this building, which had been occupied as a barracks during the Civil War, served as the first Convent of Mary Immaculate until 1878.



CONVENT OF MARY IMMACULATE



KEY WEST, FLORIDA

The site chosen for the new Convent was a tract of eight and a half acres extending six hundred and thirty feet along Division street, and here in 1878 the foundation of the present splendid structure was laid. The building is of native coral rock quarried on the Island, and the building then erected cost thirty-five thousand dollars. In 1904 the Convent was enlarged, to nearly twice its original size, by an addition on the northeast end, at a cost of twenty-two thousand dollars.

Only once has the Convent closed its doors—in 1898—when the sisters placed the entire school building, and their personal services as nurses, at the disposition of the naval authorities for hospital purposes. At the close of the war the present Kindergarten building, and Saint Cecilia's Music Hall, were turned over to the Sisters of the Holy Names by the Government.

In 1870 St. Francis Xavier's School for the education of colored children was opened by the sisters and has always been conducted most successfully.

Finally, in 1881, the Sisters of the Holy Names established St. Joseph's College for white boys. These two large schools occupy the extreme ends of a large tract, extending from Duval to Simonton streets and facing on Virginia street.

COURSES OF STUDY.

The entire curriculum embraces Kindergarten, Primary, Intermediate, Grammar, Commercial and Academic Departments, all under the direction of capable, earnest teachers.

The Academic Department offers two courses, the Latin Academic and Modern Language, each requiring four years beyond the Grammar Grades, and a minimum of thirty-six units of work, where two units are given to a two-semester subject.

SCHOOL OF MUSIC.

The Department of Music aims to meet the demands of students who desire to pursue any branch of music, practical or theoretical. The courses are all based on the best modern methods, and a satisfactory examination must be passed in the work of each grade before promotion is made to the next higher. Musicals and Recitals are a part of the year's program. Students aspiring to the honors of graduation must complete the entire course in technique, theory, harmony, counterpoint and the history of music, and are required to pass a written examination sent by the Board of Examiners of the Detroit Conservatory of Music.

SCHOOL OF ART.

The Art Department of the Convent of Mary Immaculate has long been famed for the splendid work done by its students.

THE LIBRARY.

The Convent has a large and carefully selected library, to which additions are being made from time to time, and special attention is given to reference works used in the several departments of History, Science, Literature, Art and Music.

For further details address, Mother Superior.

Faculty, 25.

ENROLLMENT.

| | |
|-----------------------------|-----|
| Girls | 278 |
| Boys | 125 |
| Colored boys and girls..... | 84 |

Cost of tuition for day-scholars from \$1 to \$4 per month, according to grade.

ST. LEO COLLEGE.

The Fathers of the Order of St. Benedict—the oldest teaching body in the Church—conduct this Institution. To persons familiar with the history of civilization and the growth of Christian nations, this fact alone is a sufficient guarantee of the excellency and superiority of this school.



Saint Leo, Pasco County, is situated in the "hill country" of South Florida, 208 miles southwest of Jacksonville, 45 miles north of Tampa, and five miles west of Dade City.

For further particulars and advice apply to The Rev. Director, St. Leo College, Saint Leo, Florida.

REGULATIONS.

1. Remittances by bank draft or check, express, or post-office money order on Saint Leo (P. O.), should be made payable to "St. Leo College."
2. Books and general stationery can be procured at the Institution at current prices.
3. No students will be allowed to remain here after school closes in June.
4. Students who enter after the 15th of October have no claims to class honors for the academic year.
5. At the termination of each quarter a thorough examination of all the classes is made and official Reports are transmitted to parents and guardians.
6. Protestants will not be disturbed on account of their religious opinions, nor asked to study the Catholic

Catechism. However, for the maintenance of good order, all will be required to conform to the external discipline of the Institution.

7. Boys under twelve years of age will not be admitted.

8. Students will be permitted to have in their possession only such books or publications as have been approved by the Director.

9. When a student is about to withdraw from the College, his account must be paid in full and traveling expenses advanced.

Parents will please confine their visits to Saturday and

Sunday afternoons, as we cannot entertain visitors during school hours.



Parents or guardians intending to place their sons or wards in this Institution are urged to send them at the com-

mencement of the first quarter, as no new classes will be organized after October 10th.

CHARGES FOR TERM OF TEN SCHOOL MONTHS.

"A school month contains twenty days, exclusive of the first and last days of the week."—Section 80, No. 2, School Laws, State of Florida.

| | |
|--|----------|
| Board, Tuition and Washing of Linen..... | \$225.00 |
| Tuition in Music..... | 30.00 |
| Typewriting | 24.00 |
| Tuition, Day Scholars..... | 30.00 |
| Graduation Fee | 5.00 |

The first quarter extends from September 16 to November 19, 1914.

The second quarter extends from November 20, 1914, to January 24, 1915.

The third quarter extends from January 25 to March 30, 1915.

The fourth quarter extends from March 31, to June 3, 1915.

COURSES OF INSTRUCTION.

Full instruction is given in the Classical and Commercial Courses, as also in those special studies leading to the University.

GRAMMAR COURSE.

This course, comprising two classes, is intended for pupils who are not sufficiently advanced in English and Arithmetic to enter the Commercial or the Classical Departments. Pupils from foreign countries, who enter St. Leo's for the purpose of acquiring the English language, will be assigned to this course.

COMMERCIAL COURSE.

A thorough practical business education is the prime object of the Commercial Course. Yet it also aims to prepare young men for society, supplying them with such useful knowledge as may fit them for entering a professional calling.

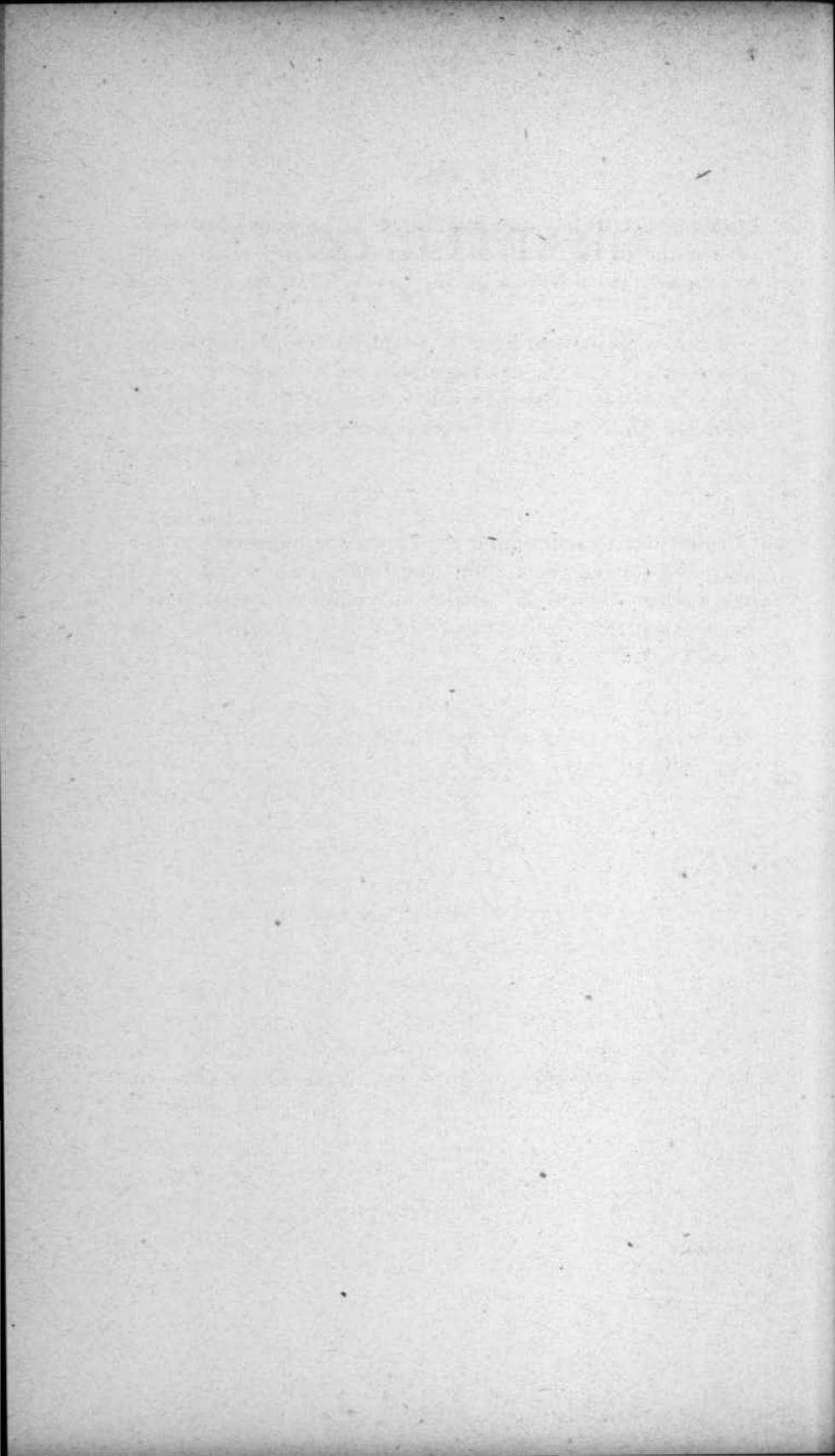
The following are some of the advantages a student gains from this particular course: He acquires a thorough mental training; he learns how to use his mind; he is taught how to think clearly and consecutively about things; he sharpens his faculties; he learns to use his own

language accurately and forcefully; he broadens his views of life and of the world; he becomes a better citizen and is prepared to advance more rapidly than he otherwise could.

Three years are ordinarily required for graduation in this course. The classes have been so arranged that students, who pass a satisfactory examination in all the branches prescribed, will be awarded a Diploma.

CLASSICAL COURSE.

This Course is designed especially for aspirants to the holy Priesthood, yet a solid classical training is the soul of a college education. Hence no young man should fail to embrace this course before he devotes himself to any *special* branch of study.



CHAPTER IX.

SUMMER SCHOOLS FOR TEACHERS.

The Act, Chapter 6498, Session Laws of 1913, providing for Summer Schools for Teachers for the two years 1913 and 1914, differed in many respects from previous Acts creating such schools.

Three schools were created and provided for, two for whites and one for negroes, and located as follows:

One at Gainesville, in connection with the University of Florida;

One at Tallahassee, in connection with the Florida State College for Women;

One at Tallahassee, in connection with the Florida Agricultural and Mechanical College for Negroes.

The Act differs from previous ones in the following particulars:

First. It is made the duty of the State Board of Education to hold sessions of these schools *each summer*.

Second. Sessions to begin not later than June 15th.

Third. To continue not less than *eight weeks*.

Fourth. The schools to be opened to all students who desire to do graduate, undergraduate, professional or vocational work.

Fifth. Every teacher employed therein shall be a specialist and thoroughly equipped educationally for the work to be done.

Sixth. The President of the University of Florida and the President of the State College for Women are each made the President of the Summer School held with said institutions.

Seventh. The Presidents of the University and the State College for Women and the State Superintendent of Public Instruction are created a Board to name all teachers for the three schools.

Eighth. All work in these Summer Schools shall entitle the students to collegiate, normal or professional credit, which may be applied toward a degree.

Ninth. Any teacher attending any one of these schools, whose work entitles him to such credit, is given one year's extension on any teacher's certificate held and which has not fully expired.

Tenth. It is made the duty of the Board created for naming the faculty of each school to provide the Course of Study in each department, and to make such further rules and regulations as may be deemed fit and proper.

Eleventh. The State Board of Control, on the request of the State Superintendent of Public Instruction, shall include the amount necessary to conduct the Summer Schools, in the manner provided, in their annual budget for the expense and maintenance of the State Institutions of higher learning.

It thus appears that this Act has made the Summer Schools for Teachers a fixed and permanent institution, prescribed their number, located each, named permanent presidents of two of them, created a Board to name teachers therein and to prescribe courses of study, and has prescribed the manner of asking and receiving annual appropriations for their maintenance.

APPROPRIATION FOR MAINTENANCE.

The sum of \$4,000 was appropriated for the maintenance of these three schools for each of the years 1913 and 1914. The Act being approved on June 5, 1913, just ten days before it was provided that the schools should begin, gave too little time to thoroughly advertise the advantages

and opening of the schools. The Board met promptly, however, and named teachers, had 2500 circulars printed and distributed and otherwise advertised the schools, and opened each school on Monday, June 16, 1913, and each continued eight weeks through to August 8th.

ATTENDANCE.

The attendance was not as large in 1913 as in 1914, due to lateness in determining whether or not any Summer Schools for Teachers would be provided under State auspices. This uncertainty caused many teachers to make provision for attending Summer Schools in other States, and led several counties to provide such schools for the benefit of their teachers at county expense.

FUTURE ATTENDANCE.

The following exhibits will show that the attendance was much larger in 1914, and will increase yearly, in consequence of the provision in the law granting a year's extension to the certificate of any teacher whose work in the Summer School merits such credit. The tendency of this provision will discourage the establishment of local Summer Schools for teachers where such recognition is not awarded the work of private and local schools, and will cause the schools under State auspices to greatly increase their attendance. This will prove a blessing in many cases, leading teachers to attend stronger and better equipped schools than can be provided at county expense, and will prevent the State and counties duplicating expenses for teacher-training—a great saving to a county.

ADVANTAGES OF THE PRESENT SYSTEM.

Under the present system, the teachers of the State get the advantages of the better equipment of the State schools, provided at State expense, the dormitories and

laboratories of the several departments, such advantages as could not be enjoyed at any other schools under public control.

The dormitories at each school, where the Summer Schools are located, are all comfortable and ample to provide ready and delightful quarters free of cost for every one immediately on arrival at any one of the Summer Schools.

The usual institutional cooking departments are kept in operation, enabling the students in the Summer Schools to obtain more convenient, better and cheaper board than can be provided in schools not so equipped.

APPROPRIATION INADEQUATE.

Though the Act specially prescribes the courses of study to be offered in these schools, the length of term, and the character of teachers, but when the Board met to assign teachers it was found that \$4,000 was inadequate to meet all the requirements of the law and run all the schools a term of eight weeks with as many departments and teachers as were stipulated, hence the Board met these requirements in 1913 as nearly as possible with the fund allowed.

In the year 1914 each State School having a Summer School supplied one or more teachers who were not paid out of the Summer School Appropriation, as will readily be seen from the following exhibit, showing the personnel of the faculty of each school for each year, the number of days' service rendered and the amount paid each, and those serving without pay or paid from other funds.

FACULTIES FOR 1913.

EXHIBIT I. NAMES OF TEACHERS AND AMOUNT PAID. (EACH
TAUGHT 40 DAYS.)

University School, at Gainesville.

| Faculty. | Salary. |
|------------------------------------|------------|
| Dr. A. A. Murphree, President..... | \$..... |
| Dr. Jno. A. Thackston..... | 245.00 |
| Jno. H. Workman..... | 245.00 |
| W. S. Cawthon..... | 245.00 |
| F. W. Buchholz..... | 245.00 |
| C. L. Willoughby..... | 245.00 |
| P. W. Corr..... | 245.00 |
| Miss Jessie I. L. Morrell..... | 245.00 |
| Total salaries at University..... | \$1,715.00 |

State College for Women, at Tallahassee.

| Faculty. | Salary. |
|--|------------|
| Dr. Edw. Conradi, President..... | \$..... |
| Dr. W. F. Yocum..... | 245.00 |
| F. A. Hathaway..... | 245.00 |
| Dr. W. G. Dodd..... | 245.00 |
| Arthur Williams | 245.00 |
| J. A. Granberry..... | 245.00 |
| L. S. Barber..... | 245.00 |
| Miss Nellie C. Stevens..... | 245.00 |
| Total salaries at Women's College..... | \$1,715.00 |

*Agricultural and Mechanical College for Negroes, at
Tallahassee.*

| Faculty. | Salary. |
|---|------------|
| Nathan B. Young..... | \$..... |
| John F. Matheus..... | 160.00 |
| Geo. F. Thompson..... | 160.00 |
| Lula M. Cropper..... | 160.00 |
| <hr/> | |
| Total salaries at A. & M. College for Negroes.. | \$ 480.00 |
| <hr/> | |
| Total salaries paid Teachers in 1913..... | \$3.910.00 |

FACULTIES FOR 1914.

University School, at Gainesville.

| Faculty. | Salary. |
|--|------------|
| A. A. Murphree, A. M., L. L. D., President..... | \$..... |
| J. A. Thackston, Ph. D., <i>Pedagogy and Psychology</i> | 240.00 |
| W. S. Cawthon, A. B., <i>Mathematics</i> | 240.00 |
| I. I. Himes, B. S., <i>English</i> | 240.00 |
| W. L. Floyd, M. S., <i>Science</i> | 240.00 |
| E. L. Robinson, A. M., <i>Latin</i> | 240.00 |
| P. W. Corr, A. B., <i>Civics and History</i> | 240.00 |
| Miss Jessie I. L. Morrell, <i>Primary Methods</i> | 240.00 |
| H. W. Cox, A. M., Ph. D., <i>Philosophy and Advanced Courses</i> ..... | ..... |
| C. K. McQuarrie, <i>Agriculture and Boys' Clubs</i>.. | ..... |
| C. H. Lander, B. S., <i>Manual Training</i> | 80.00 |
| Geo. M. Lynch, A. M., <i>Rural School Methods</i>..... | ..... |
| <hr/> | |
| Total salaries at University..... | \$1,760.00 |

Women's College School, at Tallahassee.

| Faculty. | Salary. |
|--|------------|
| Dr. Edw. Conradi, A. M., Ph. D., President..... | \$..... |
| N. M. Salley, A. B., <i>Pedagogy and Psychology</i> .. | 240.00 |
| W. F. Yocum, A. M., D. D., <i>Mathematics</i> | 240.00 |
| Miss May Tomlinson, <i>English</i> | 240.00 |
| R. M. Evans, Ph. B., <i>Science</i> | 240.00 |
| R. W. VanBrunt, L. I., A. B., <i>Latin</i> | 240.00 |
| J. H. Workman, L. I., A. B., <i>Civics and History</i> . | 240.00 |
| Miss Maud Schwalmeyer, <i>Primary Methods</i> | 240.00 |
| W. G. Dodd, A. M., Ph. D., <i>Modern Language,</i> <i>Advanced Courses, Voice, Piano, and Public</i> <i>School Singing</i> | |
| L. S. Barber, B. S., <i>Agriculture and Horticulture</i> | |
| Miss Agnes Ellen Harris, B. S., <i>Canning Clubs</i> .. | |
| Miss Mae L. Wells, <i>Domestic Science</i> | |
| S. Phillips, <i>Rural School Methods</i> | |
| Total salaries at Women's College..... | \$1,680.00 |

A. & M. College School for Negroes, at Tallahassee.

| Faculty. | Salary. |
|--|---------|
| Nathan B. Young, A. M., President..... | \$..... |
| J. C. Wright, A. B., <i>English and History</i>* | 80.00 |
| Homer Thomas, A. M., <i>Mathematics and Peda-</i> <i>gogy</i> | 160.00 |
| Miss L. M. Cropper, <i>Geography and General</i> <i>Methods</i> | 160.00 |
| Miss W. Belle Davis, A. B., <i>Primary Methods</i> .. | 160.00 |
| H. Cardozo, <i>Agriculture</i> | |
| L. E. Graves, B. S., <i>Biology</i> | |
| Miss E. O. Page, <i>Sewing</i> | |

Miss E. A. Davis, *Cooking*.....
 Miss J. M. Price, *Librarian*.....

Total salaries at A. & M. College for Negroes..\$ 560.00

Total salaries paid Teachers in 1914.....\$4,000.00

*Paid for 20 days from another fund.

Financial Summary.

| | Dr. | Cr. |
|--|------------|------------|
| July 1, 1913—Balance from previous appropriation..\$ | 3.59 | |
| July 1, 1913—Appropriation for two years | 8,000.00 | |
| July 1, 1913—By T. J. Appleyard, Printing 2,500 summer school circulars. | | \$ 32.00 |
| * July 3, 1913—By Telegrams | | 8.61 |
| Aug. 8, 1913—By Total Salaries to Teachers | | 3,910.00 |
| Apr. 15, 1914—Daily & Semi-Weekly Sun, Printing 4,000 4-page summer school circulars | | 16.00 |
| May 19, 1914—Southern Express Co. | | .80 |
| Aug. 7, 1914—Total Salaries to Teachers | | 4,000.00 |
| Aug. 15, 1914—True Democrat, Printing Extension Certificates | | 3.00 |
| Sept. 1, 1914—By Balance | | 33.18 |
| Totals | \$8,003.59 | \$8,003.59 |
| Jan. 1, 1915—Balance in Fund....\$ | 33.18 | |

**EXHIBIT II—ATTENDANCE AT SUMMER SCHOOLS IN 1913
AND 1914.**

| SCHOOL AT GAINESVILLE | 1913 | | | 1914 | | |
|--|--------|-------|---------|--------|-------|---------|
| | Total. | Male. | Female. | Total. | Male. | Female. |
| Number enrolled over 16 years of age..... | 136 | 35 | 101 | 269 | 72 | 197 |
| Average daily attendance..... | 102 | 24 | 77 | 154 | 64 | 159 |
| Number who had taught..... | 101 | 23 | 78 | 213 | 57 | 156 |
| Number who had not taught..... | 35 | 12 | 23 | 56 | 15 | 41 |
| Number holding Third Grade Certificates..... | 42 | 15 | 27 | 29 | 4 | 25 |
| Number holding Second Grade Certificates..... | 42 | 6 | 36 | 46 | 10 | 36 |
| Number holding First Grade Certificates..... | 9 | .. | 9 | 113 | 37 | 76 |
| Number holding higher Certificates..... | .. | .. | .. | 21 | 3 | 18 |
| Number holding no Certificates..... | 43 | 14 | 29 | 60 | 18 | 42 |
| Number whose Certificates were extended one year | 36 | 8 | 28 | 117 | 20 | 97 |
| SCHOOL AT TALLAHASSEE | | | | | | |
| Number enrolled over 16 years of age..... | 60 | 1 | 59 | 163 | 7 | 156 |
| Average daily attendance..... | 42 | 1 | 41 | 156 | 6 | 150 |
| Number who had taught..... | 32 | 1 | 31 | 125 | 4 | 121 |
| Number who had not taught..... | 26 | 0 | 26 | 39 | 3 | 36 |
| Number holding Third Grade Certificates..... | 11 | .. | 11 | 16 | .. | 16 |
| Number holding Second Grade Certificates..... | 12 | .. | 12 | 47 | 1 | 46 |
| Number holding First Grade Certificates..... | 12 | .. | 12 | 48 | 4 | 44 |
| Number holding higher Certificates..... | .. | .. | .. | 5 | 0 | 5 |
| Number holding no Certificate..... | 23 | 1 | 22 | 47 | 3 | 44 |
| Number whose Certificates were extended one year | 21 | .. | 21 | 86 | 2 | 88 |
| SCHOOL FOR NEGROES, TALLAHASSEE | | | | | | |
| Pupils enrolled over 16 years of age..... | 75 | 3 | 72 | 88 | 4 | 84 |
| Average daily attendance..... | 45 | 2 | 43 | 72 | 4 | 68 |
| Number who had taught..... | 53 | 2 | 51 | 77 | 4 | 73 |
| Number who had not taught..... | 15 | 1 | 14 | 11 | .. | 11 |
| Number holding Third Grade Certificates..... | 30 | 1 | 29 | 47 | .. | 47 |
| Number holding Second Grade Certificates..... | 19 | 1 | 18 | 24 | 1 | 23 |
| Number holding First Grade Certificates..... | 2 | 1 | 1 | 3 | 1 | 2 |
| Number holding higher Certificates..... | .. | .. | .. | .. | .. | .. |
| Number holding no Certificates..... | 17 | .. | 17 | 14 | .. | 14 |
| Number whose Certificates were extended one year | 32 | .. | 32 | 56 | 2 | 54 |
| Total White Enrollment..... | 196 | 36 | 160 | 432 | 79 | 353 |
| Total Negro Enrollment..... | 75 | 3 | 72 | 88 | 4 | 84 |
| Total Summer School Enrollment..... | 271 | 39 | 232 | 520 | 83 | 437 |

Increase in Total Enrollment in 1914, 249.

EXHIBIT III. ENROLLMENT BY COUNTIES, RACE AND SEX.

| COUNTIES. | Whites at Gainesville | | | | | | Whites at Tallahassee | | | | | | Negroes at Tallahassee | | | | | |
|----------------|-----------------------|-------|---------|--------|-------|---------|-----------------------|-------|---------|--------|-------|---------|------------------------|-------|---------|--------|-------|---------|
| | 1913 | | | 1914 | | | 1913 | | | 1914 | | | 1913 | | | 1914 | | |
| | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. |
| The State..... | 136 | 35 | 101 | 264 | 72 | 192 | 59 | ... | 59 | 157 | 7 | 150 | 73 | 3 | 70 | 88 | 4 | 84 |
| Alachua..... | 37 | 12 | 25 | 51 | 12 | 39 | 1 | ... | 1 | 1 | ... | 1 | ... | ... | ... | 6 | 1 | 5 |
| Baker..... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bay..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | 3 | ... | ... | ... | ... | ... | ... |
| Bradford..... | 5 | 3 | 2 | 3 | 1 | 2 | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Brevard..... | 6 | ... | 6 | 9 | ... | 9 | 1 | ... | 1 | 1 | ... | 1 | ... | ... | ... | ... | ... | ... |
| Calhoun..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Citrus..... | 1 | 1 | ... | 12 | 3 | 9 | ... | ... | ... | 2 | ... | 2 | ... | ... | ... | ... | ... | ... |
| Clay..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Columbia..... | 3 | 1 | 2 | 4 | 1 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Dade..... | 12 | ... | 12 | 3 | ... | 3 | ... | ... | ... | 5 | ... | 5 | ... | ... | ... | ... | ... | ... |
| DeSoto..... | 5 | 1 | 4 | 10 | 2 | 8 | ... | ... | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... |
| Duval..... | 12 | ... | 12 | 2 | 1 | 1 | 1 | ... | 4 | 3 | ... | 3 | 5 | ... | 5 | 7 | ... | 7 |
| Escambia..... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 8 | ... | 8 | 3 | ... | 3 | 1 | ... | 1 |
| Franklin..... | ... | ... | ... | 2 | ... | 2 | ... | ... | ... | 6 | ... | 6 | 2 | ... | 2 | 1 | ... | 1 |
| Gadsden..... | ... | ... | ... | ... | ... | ... | 1 | ... | 1 | 4 | ... | 4 | ... | ... | ... | 1 | ... | 1 |
| Hamilton..... | 1 | ... | ... | 4 | 3 | 1 | ... | ... | ... | 2 | ... | 2 | ... | ... | ... | 1 | ... | 1 |
| Hernando..... | 1 | ... | 1 | 9 | 1 | 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Hillsboro..... | 3 | 1 | 2 | 10 | 1 | 9 | 1 | ... | 1 | 9 | ... | 9 | ... | ... | ... | 3 | ... | 3 |
| Holmes..... | ... | ... | ... | 1 | 1 | ... | ... | ... | ... | 3 | 1 | 2 | ... | ... | ... | ... | ... | ... |
| Jackson..... | 1 | ... | ... | 1 | ... | ... | 6 | ... | 6 | 9 | ... | 9 | ... | ... | ... | 2 | ... | 2 |
| Jefferson..... | ... | ... | ... | 2 | 1 | 1 | ... | ... | ... | 8 | 1 | 7 | ... | ... | ... | ... | ... | ... |
| Lafayette..... | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... |
| Lake..... | 1 | ... | 1 | 5 | 3 | 2 | ... | ... | ... | 1 | ... | 1 | ... | ... | ... | 3 | ... | 3 |
| Lee..... | 2 | 2 | ... | 5 | 1 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | 1 |
| Leon..... | ... | ... | ... | ... | ... | ... | 28 | ... | 28 | 30 | 2 | 28 | 48 | 3 | 45 | 45 | 3 | 42 |

| | | | | | | | | | | | | | | | | |
|-------------------|-----|----|-----|-----|----|-----|----|---|----|-----|----|-----|----|---|----|----|
| Levy | 2 | 1 | 1 | 7 | 2 | 5 | 1 | 1 | 1 | 1 | | | | | | |
| Liberty | | | | 1 | 1 | | 1 | 1 | 3 | 1 | 2 | | | | 2 | 2 |
| Madison | | | | 1 | 1 | 3 | 2 | 2 | 1 | 1 | | | | | | |
| Manatee | 2 | | 2 | | | | | | 1 | | 1 | | | | | |
| Marion | 9 | 1 | 8 | 10 | 3 | 7 | 4 | 4 | 2 | 2 | 1 | 1 | 1 | 1 | | |
| Monroe | 11 | 1 | 10 | 3 | | 3 | | | | | 1 | | 1 | 1 | 1 | 1 |
| Nassau | | | | | | | | | 1 | | 1 | | 4 | | 5 | 5 |
| Orange | 1 | | 1 | 7 | | 7 | 1 | 1 | 2 | 1 | 1 | | | | | |
| Osceola | 2 | | 2 | | | | | | 5 | | 5 | | | | | |
| Palm Beach | 1 | | 1 | 6 | 4 | 2 | | | 3 | | 3 | 2 | | 2 | | |
| Pasco | 3 | 1 | 2 | 10 | 2 | 8 | | | 1 | | 1 | | | | | |
| Pinellas | 7 | 1 | 6 | 15 | 1 | 14 | 1 | 1 | | | | | | | | |
| Polk | 11 | 2 | 9 | 17 | 5 | 12 | | | 11 | | 11 | 2 | | 2 | 4 | |
| Putnam | 1 | | 1 | 2 | 2 | | | | | | | | | | 4 | 4 |
| St. Johns | 2 | | 2 | 4 | 2 | 2 | 1 | 1 | | | 1 | | 1 | 1 | 1 | 1 |
| St. Lucie | 3 | | 3 | 7 | | 7 | | | | | | | | | 1 | 1 |
| Santa Rosa | | | | 1 | 1 | | 1 | 1 | 6 | | 6 | 1 | | 1 | 1 | 1 |
| Seminole | 1 | | 1 | 4 | 1 | 3 | 1 | 1 | | | 1 | | 1 | | 1 | 1 |
| Sumter | 3 | 3 | | 9 | 3 | 6 | | | 1 | | 1 | | | | | |
| Suwannee | 3 | 3 | | 5 | 5 | | | | 4 | | 4 | | | | | |
| Taylor | | | | 4 | | 4 | | | 1 | 1 | | | | | | |
| Volusia | | | | 11 | 4 | 7 | | | 2 | | 2 | | | | | |
| Wakulla | | | | | | | 1 | 1 | 3 | | 3 | | | | | |
| Walton | | | | 1 | 1 | | 2 | 2 | 4 | | 4 | | | | | |
| Washington | | | | 3 | 1 | 2 | | | | | | | | | | |
| From Other States | | | | 5 | | 5 | 1 | 1 | 6 | | 6 | 2 | | 2 | | |
| Total Enrollment | 136 | 35 | 101 | 269 | 72 | 197 | 60 | 1 | 59 | 163 | 7 | 156 | 75 | 3 | 72 | 88 |

RESOLUTIONS.

Resolutions were adopted by the student teachers of each of the Summer Schools for both the years 1913 and 1914. It would occupy too much space to include all of them, hence only one copy for one year from each school is printed here. This is done merely to give publicity to the expressed appreciation of those enjoying the benefit of the Summer Schools for Teachers.

THE UNIVERSITY SUMMER SCHOOL.

Gainesville, Fla., August 8, 1913.

As the State of Florida has set in times past a high standard of education and is continuing through its present efficient and distinguished administration to maintain this standard and to further the cause of education in all its branches, we, the student body of the Summer School of the University of Florida, in executive body assembled on this the 5th day of August, A. D. 1913, do offer the following resolutions and render, as is our due, a note of thanks to all persons, instruments and powers through whose aid and instrumentality it has been made possible for us to enjoy the privileges that have been ours during the eight pleasant weeks we have spent in this institution, which does and should stand for the best in manhood, not only in the State of Florida, but in the whole fair South.

Whereas, The Legislature of the State has shown a spirit of pride and progress in keeping with the times and has voted funds and moral support to this institution as our personal legacy, which it is our duty to transmit to those whom we teach, undiminished from our possession but enhanced by our own personal worth and love for the great State that loves and fosters the ideals of learning,

Whereas, The Legislature has made liberal appropriation for the maintenance of the Summer School as an ex-

tension of the State University, in order that we may enjoy the privilege of securing credit toward degrees in the College of Education in said State University, which has hitherto been unprecedented in the history of education in Florida, and have further granted that we may, by attendance in this Summer School, have the life of our unexpired certificates extended for one year, which has been a great boon to the teachers of the State.

Whereas, Our State Superintendent, William N. Sheats, is laboring with all the zeal and intensity of his being for a broader basis of education, instruction and teaching, and has declared that certain innovations and changes must yet be made, and that he is the teachers' friend and aid, and must have their support and good will in order that he may befriend them in all ways known to him; and,

Whereas, President Murphree, Dr. Thackston, Profs. Willoughby, Corr, Cawthon, Workman and Buchholz and Miss Morrell have given their undivided time to the interests of the Summer School, laboring earnestly, faithfully and efficiently to the end that all may profit by their labors and be inspired by their example; and,

Whereas, Auditor Graham has so guarded the summer school treasury that we have not famished from lack, nor waxed fat from a needless superfluity, nor lacked the conveniences of abounding water and unfailing light; and,

Whereas, Mrs. Swanson and her corps of cooks and gentlemanly aids have made the University Commons a pleasant place in which to linger and refresh the inner man, from the store of wholesome and healthful foods she has furnished; and,

Whereas, The Experiment Station corps have been extremely courteous, obliging and generous with their time, and have so impressed us with their ability to do things, to instruct and inspire us with a greater knowledge of

Florida and her resources, that we shall not fail to point the way to all those who do not know the richness of our State; and,

Whereas, The good people of Gainesville have, with unusual care, forethought and Christian charity, provided for our comfort by furnishing each Sunday automobiles, even without the asking, that we may attend church regardless of the long hot mile intervening between the University and the churches;

Be It, Therefore, Resolved, That we, who have received so much, unanimously thank and praise all those whom we have named, asking earnestly that their days may be many more and that their zeal be not diminished.

Be It Further Resolved, That a copy of these resolutions be furnished, as follows: One to the director of the Summer School, Dr. Thackston; one to Superintendent W. N. Sheats, and that the same be spread upon the minutes of this organization, and one copy be sent to the State press, asking that it be published.

Respectfully submitted,

S. A. DRAPER, Chairman.
A. K. ROBERTS,
GLENN SUMNER,
MISS GRACE PETERS,
MISS SOPHIA RINOEHL,
Committee.

ADDITIONAL.

Gainesville, Fla., Aug. 8, 1913.

In order to establish more fully our position as leaders in the hearts of the people, to make the cause of education more stable, arouse greater interest in the profession of teaching, to building upon a broader basis of moral courage, better manhood and womanhood, and to divert the growing tendency to social carelessness and indiffer-

ence, to put upon a firmer footing the Summer School organization, we, the students of said school, do adopt the following resolutions:

Be It Resolved, That we heartily endorse Senate Bill No. 46, which was proposed by State Supt. W. N. Sheats, to the late State Legislature, which had for its chief provision, the establishment of the unit system of examination, and for a central grading committee. Be it further

Resolved, That it shall be the purpose and aim of this body to aid each other in all possible and honorable ways in securing positions and in overcoming professional difficulties and to guard against unprofessional ethics and conduct. Be it further

Resolved, That we be fearless and outspoken against unmanly and unwomanly conduct, on the part of pupils, or ourselves, knowing that our social requirements are entirely too lax. Be it further

Resolved, That we labor more perfectly in harmony with the powers that be, demanding more complete co-operation from them; and that we strive to move away from unprofessional political domination, demanding that those who have the power and authority over us be at least our equal in intellectual and professional attainments. Be it further

Resolved, That a copy of these resolutions be spread upon the minutes of this organization, one copy each furnished the following persons: Dr. Thackston, Supt. W. N. Sheats, and that a copy be furnished the State Press, asking that it be published.

Respectfully submitted,

S. A. DRAPER, Chairman.
A. K. ROBERTS,
GLENN SUMNER,
MISS GRACE PETERS,
MISS SOPHIA RINOEHL,
Committee.

WOMEN'S COLLEGE SUMMER SCHOOL.

Tallahassee, Fla., August 13, 1913.

The teachers' summer training school came to a most successful close here on last Friday, both in the point of attendance and beneficial results to the school interests of the State. A talk was made by State Superintendent W. N. Sheats, which filled the students with enthusiasm and encouragement. The following resolutions were adopted by the student teachers:

We, the students of the Summer School held in the Florida State College for Women at Tallahassee in 1913, desiring to express our appreciation of the benefits we have derived from this institution, do hereby pass the following resolutions:

Resolved, That we extend our thanks—

First, to the Florida Legislature for its generous appropriation, making the Summer School possible.

Second, to Superintendent Sheats, for his loyalty and interest in everything pertaining to the work and the welfare of the teachers.

Third, to President Conradi, for his wonderful enthusiasm and never failing kindness and encouragement.

Fourth, to Mr. Kellum, the secretary and treasurer, for the many courtesies he has extended to us.

Fifth, to Miss Florence Stephens and Miss Smith of the office force, who have ever during our stay helped us in all ways possible.

Sixth, to Mrs. Cawthon, for her thoughtful and motherly care during the past eight weeks, and to Mrs. Yonge and Miss Gamble, for their courtesy and consideration.

Seventh, last but not least, to our excellent faculty, for its untiring energy and devotion to our best interests. We congratulate the college upon the acquisition to its

faculty of Dr. W. F. Yocum, a widely known and beloved scholar and teacher and a Christian gentleman.

To you, Dr. Yocum, Prof. Williams, Prof. Barber, Prof. Granberry, Prof. Hathaway, Miss Stevens and Miss Deaton, we wish to express something of our appreciation of what you have done for us. We hope to carry away from here into our schoolrooms next fall your influence and promise that the good seed you have sown shall bear fruit through us in the hearts and lives of the boys and girls who are going to look to us, many of them, for their highest ideals in life. We are going to teach them and teach them better for having had your help.

Further, we are going to show our appreciation and loyalty by encouraging every girl to come to the State college and advising every teacher to attend the summer school in 1914. Be it further

Resolved, That copies of these resolutions be sent to the leading papers for publication.

NELL PALMER, Hillsborough County,
Chairman.

ANNETTA S. MALIN, Duval County,

KATE M. SULLIVAN, Leon County,

N. CLARE BOWEN, Leon County,

LILLIE LANIER, Jackson County.

RESOLUTIONS OF THE SUMMER SCHOOL OF THE FLORIDA A. &

M. COLLEGE FOR NEGROES, TALLAHASSEE, FLORIDA,

August 7, 1914.

Whereas, the Legislature has shown so much interest in the education of the youth of Florida by giving a Summer Training School for the teachers at the Agricultural and

Mechanical College, and the Board of Education has shown so much pains and wisdom in selecting teachers for this particular work; and

Whereas, These teachers have striven faithfully and persistently to give the very best and most thorough instruction, and have been alert at every point to make the work pleasant as well as profitable; and,

Whereas, Hon. William N. Sheats, State Superintendent of Public Instruction, has shown so much interest in the work as to visit us at our opening and again bringing to us the profound educator and Christian gentleman, Dr. L. W. Bucholz, of Tampa, Florida, both giving us good and wholesome instructions; and,

Whereas, President N. B. Young has worked so earnestly at all times to encourage our getting the greatest results from our labors, and invited and procured the most valuable services of Miss Mary Jackson of Augusta, Ga., Lucy Laney School, and Prof. W. T. B. Williams, Hampton Institute, Agent Anna Jeans Foundation and Slater Funds, to lecture to us on vital subjects pertaining to the profession of Teaching, and also to him and Mrs. N. B. Young for so pleasant a social evening in their home, and for the liberal use of the library, and to Miss J. M. Price, the librarian, for such unselfish and valuable aid; and,

Whereas, All the good people connected with the College and on the grounds, also the citizens of the city of Tallahassee have spared no pains in making it pleasant for us, and Mr. and Mrs. Ryan entertained in their home on another occasion; Therefore, be it

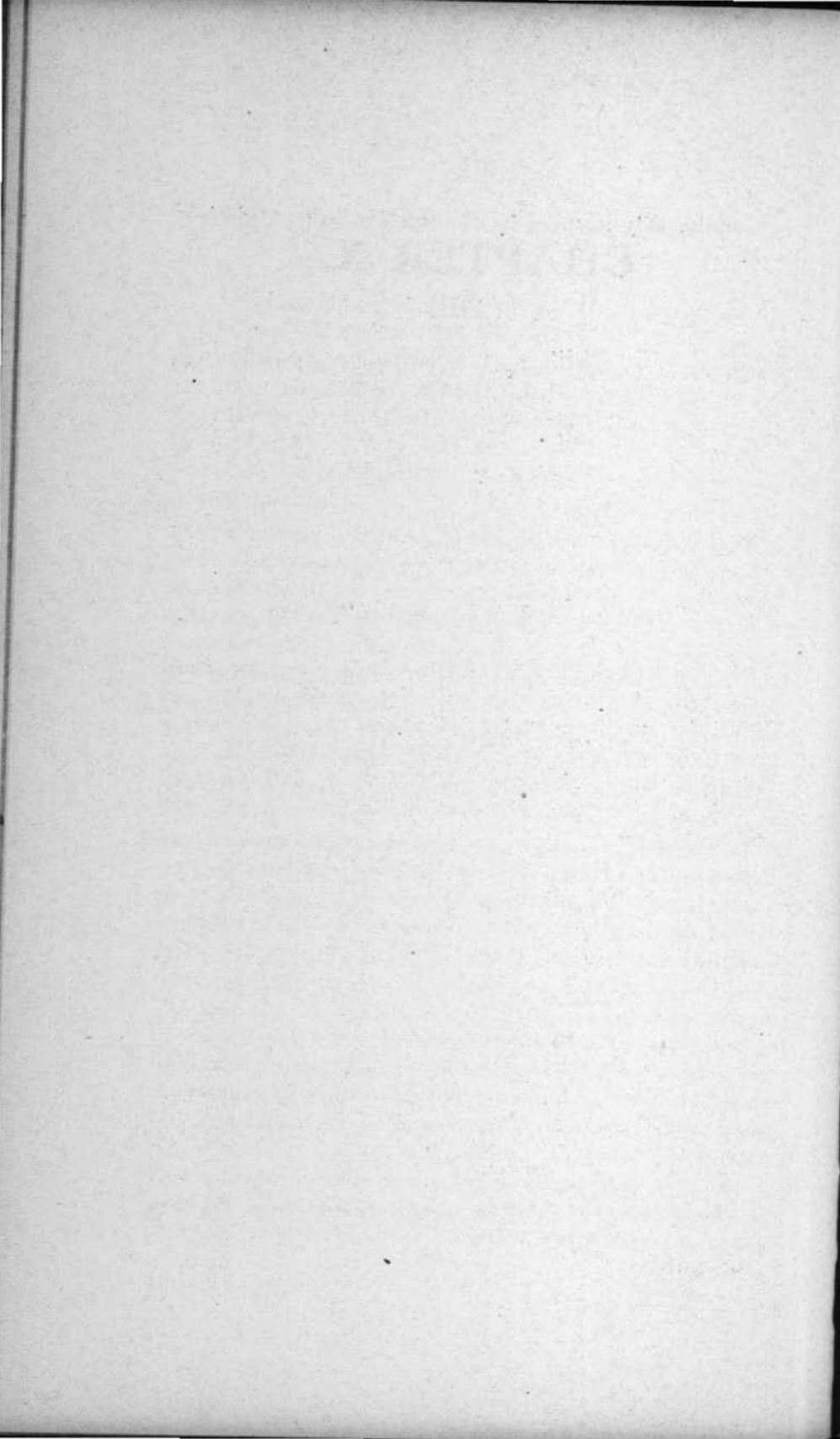
RESOLVED, That we extend them, each and several, a vote of thanks and our heartiest appreciation.

Unanimously adopted by the student body, August 7, 1914.

W. A. ROCHELLE, Lakeland,
MISS I. V. BRUMICK, Tampa,
MRS. E. A. WARD, Jacksonville,
J. H. FRAZIER, Tallahassee,
MRS. A. P. WILSON, St. Augustine,
MRS. C. K. DeVAUGHN, Fernandina,
MISS S. B. FORD, Fort Myers,
Committee.

THE SUMMER SCHOOLS OF THE FUTURE.

The State Superintendent has requested, and the Board of Control has recommended, that \$5,000, instead of \$4,000, be appropriated for the use of these schools for each of the two ensuing years. It is confidently believed that the next Legislature will allow it, and that the schools of the future will continue to grow in strength and usefulness.



CHAPTER X.

SAMPLE EXAMINATION QUESTIONS AND ADDRESSES OF HOLDERS OF CERTAIN CERTIFICATES.

This chapter contains samples of the questions used in the uniform examinations for first, second and third grade County Certificates, held during the biennium; one complete set of the questions used in the examinations for State Certificates, held during the past two years; a full set of the questions used in the examinations for Primary Certificates, provided for in Section 368, General Statutes; and questions on the different branches in which applicants for Special Certificates have been examined. Special Certificates were provided for in Section 369, General Statutes.

In addition, are added the addresses of persons to whom have been issued State Life Certificates, State Certificates, First Grade Life Certificates, Life Extension of First Grade Certificates, Aged Teachers' Certificates, Primary Certificates, Primary Life Certificates, Special Certificates; and the Graduate State Certificates provided for in 1913 by Chapter 6540, Laws of Florida.

The reasons for publishing samples of these questions are because of the many demands made upon the office for them, and that the public may have the opportunity of knowing the character of the questions propounded to the teachers of the State.

The legal requirements for each of these certificates will be stated before the sample questions submitted for that grade of certificate.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on any subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for examination is limited to five days, and the subjects must be taken in the following order: Tuesday, forenoon, Orthography and Reading; afternoon, English Grammar. Wednesday, forenoon, Arithmetic; afternoon, Composition and Geography. Thursday, forenoon, History; afternoon, Physiology. Friday, forenoon, Agriculture; afternoon, Theory and Practice. Saturday, forenoon, Civil Government and Physical Geography; afternoon, Algebra.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. Duties: Every examinee must supply himself with cap paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. Prohibitions: During the examination on any subject there must be no violation of any of the following:

(1) No examinee must be seated so that it be possible for him to read another's writing; (2) shall have in his possession any book, note book, or other thing from which help may be obtained; (3) shall speak to any person; (4) shall overlook another's work; (5) shall ask the examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave room more than once, or remain out longer than ten minutes; (8) shall pass or throw anything about the room; (9) shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee or for throwing out a whole county examination.

SECOND AND THIRD GRADE CERTIFICATES.

Applicants for Second and Third Grade Certificates are examined upon the same branches and the same questions, the distinction in grade of certificate received resting solely upon the percentage of questions answered correctly. The following are the subjects upon which they are examined: Orthography, Reading, Arithmetic, English Grammar, United States History, Geography, Physiology, Agriculture, Theory and Practice of Teaching, Composition and Civil Government.

The successful applicant for a Third Grade Certificate must make a grade in no branch below 40 per cent., and an average grade of 60 per cent. on all the branches; this certificate is valid for two years from date of issue. Section 365, General Statutes.

The successful applicant for a Second Grade Certificate must make a grade in no branch below 60 per cent., and an average of 75 per cent. on all the aforesaid branches; this certificate is valid for four years from the date of issue. Section 366, General Statutes.

FIRST GRADE CERTIFICATES.

Applicants for First Grade Certificates are examined upon the same questions as already given for Second and Third Grade Certificates on Orthography, Reading, Geography, United States History, Composition, Physiology, Agriculture, Theory and Practice of Teaching, Civil Government, and those that follow.

The successful applicant for First Grade Certificates must make a grade in no branch below 60 per cent., and

an average grade of 85 per cent. on the preceding and the following branches: Algebra and Physical Geography. This certificate is valid for five years from the date of issue. Section 367, General Statutes.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

June 3, 1913.

For All Grades of Teachers' Certificates.

ORTHOGRAPHY.

(From the Century Spelling Book.)

1. Draw a light line across silent letters and mark diacritically each vowel and consonant in these words:
aisle, walrus, balsam, quash, lava, pansy, prayer, lief,
rein, idyl, feud, does, whose, plover, spinx, yolk,
fierce, pumice, ocher, sirup. 10 credits.
2. Write each word and opposite a homonym:
ale, veil, vein, bier, ceil, mien, peal, pore, been, feint,
moat, weight, flower, main, hoop, maze, seine, ware,
ore, roll. $\frac{1}{2}$ credit each.
3. Write opposite each abbreviation the word:
Lieut., Atty. Gen., ex-Supt., Mme., MM., do., inst., etc.,
vs., pp. 1 credit each.
4. Separate prefix or suffix and define each word:
aboard, underscore, falsehood, ownership, frolicsome,
backslide, semi-circle, superhuman, thermometer,
dishonest, misinform, submarine, circumnavigate,
retrograde, wooden, counteract, kingdom, substratum,
wittily, slothful. $\frac{1}{2}$ credit each.
5. Build a word by adding one of the following suffixes:
ance, ence, ty or ity, al, ee, er or or, less, ness, ize,
ment, to each of these words: ally, gentle, condole,
acquit, propose, propel, precept, direct, resemble,
eulogy, ripe, hope, holy, odor, colony, mortgage, perpetrate,
convey, estrange, reck. $\frac{1}{2}$ credit each.
- 6-10. The Examiner will give out distinctly but once and pronounce correctly fifty words found on another sheet. The examinees will write the same at the same time. 1 credit each.

ORTHOGRAPHY.

(Immediately after all have finished question 5, the Examiner will give out these words for all Examinees to write at the same time. Pronounce the words correctly and announce each distinctly but once.)

- | | | |
|---------------|---------------|-----------------|
| 1. queer | 18. sachet | 35. rescind |
| 2. icing | 19. sachem | 36. scepter |
| 3. conch | 20. weasel | 37. pageant |
| 4. champagne | 21. succumb | 38. subtle |
| 5. chagrin | 22. massage | 39. roguish |
| 6. bull's-eye | 23. feasible | 40. doughy |
| 7. shabbily | 24. laity | 41. cigarette |
| 8. neutral | 25. moneyed | 42. Worcester |
| 9. rosette | 26. miracle | 43. Baton Rouge |
| 10. clique | 27. grandeur | 44. villain |
| 11. Hawaii | 28. wholeness | 45. halloo |
| 12. lacquer | 29. holiness | 46. cabal |
| 13. liquor | 30. sapphire | 47. heirloom |
| 14. callous | 31. tocsin | 48. sergeant |
| 15. caison | 32. prestige | 49. weary |
| 16. fragile | 33. poultice | 50. nausea |
| 17. besiege | 34. nuisance | |

READING.

1. Define emphasis, articulation, tone, pitch and gesture. 10 credits.
2. How do you teach pupils the correct idea of good reading? 10 credits.
3. (a) What value, if any, has concert reading? (b) What is the value of supplementary reading? 5 credits each.
4. (a) Is it beneficial, or detrimental, to the pupils for the teacher who reads well to read parts of the lesson to the class frequently?
(b) Should pupils in any of the grades criticize the reading of each other in the recitation? 5 credits each.

5. (a) How do the kinds of instruction to be given in reading to second and sixth grades differ?
 - (b) Are pupils above the sixth grade supposed to direct their reading in the recitation to the teacher, or to the class also? Why?
- 10 credits.
- 6-10. Each examinee will read a short selection of prose and poetry to the examiner, who will grade the reading of each selection from 0 to 25.

ENGLISH GRAMMAR.

1. (a) Name and write one of each kind of sentences classified according to use;
- (b) Name and write one of each kind classified according to form.
- (b) Name and write one of each kind when classified according to form. 5 credits each.
2. Write in parallel columns the possessive singular, and the possessive plural of fly, ox, fox, piano, hero, thief, thou, mouse, it, son-in-law. 1 credit each.
3. Write ten classes and sub-classes of pronouns, and after each write two of that class. 1 credit each.
4. Give the Order of Parsing, or tell how to parse, pronouns. 10 credits.
5. Write five sentences, one containing a verb.
 - (a) of incomplete predication completed by a noun;
 - (b) of incomplete predication completed by an adjective;
 - (c) in the subjunctive form;
 - (d) in the passive voice;
 - (e) in the progressive form. 2 credits each.
6. (a) Write all forms of the verb be with the subject thou, in all modes and tenses—give all forms of the infinitive and participles.
- (b) Write a similar synopsis in the passive voice of the verb drive with the subject thou—also all

- infinitives and participles. 5 credits each.
7. (a) Write all the parts used in the progressive form of the verb write with the subject he.
(b) Give the complete order of parsing a verb. 5 credits each.
 8. Write five sentences and illustrate five different uses of noun clauses. 2 credits each.
 9. Parse in full each italic word in the sentences:
 - (a) Let *such as hear take heed*.
 - (b) There is no fireside, *but has one* vacant chair.
 - (c) The gunboat, *anchored at* Pensacola, carried blue-coats.
 - (d) He was elected *senator*, and they made him *president*.
 - (e) Give *every man* thy ear. 10 credits.
 10. Write complete verbal analysis of—
 "It has been truly said that he who sets one great truth afloat in the world serves his generation."

ARITHMETIC.

(Each example worth 20 per cent.)

1. The crop acreage of A was $\frac{1}{4}$ corn, $\frac{2}{3}$ cotton, 125 acres less than 2-9 oats. His oat crop being poor, he sold it for pasturage at the rate of \$11 1-9 for $3\frac{1}{3}$ acres; how much did his oat crop bring him? (Do not use x in your solution.)
2. From the sum of two and one-sixteenth plus three and twenty-five hundred-thousandths subtract four and five thousand two hundred seventy-five hundred-thousandths, multiply the remainder by eight ten-thousandths, divide the product by four hundred four hundred-millionths, and write the quotient in Roman notation.
3. A shrewd boy bought 10 bushels of peanuts at the rate of 10 cents a quart by dry measure and retailed them at 10 cents a quart, using in selling them his

mother's liquid quart cup. Did he gain or lose, and how much in dollars and cents?

4. The north side of B's farm is 40 chains in length, the south side is parallel to it and 120 rods in length, the perpendicular distance between the north and south sides is 440 yards, the whole is in cultivation except a circular lake 660 feet in diameter and a triangular wooded tract whose base is 40 rods and its altitude 8 chains. How many acres has he in cultivation?
5. C sold two houses for \$2000 each; on one he gained 20 per cent, on the other he lost 20 per cent. Did he gain or lose on both, and what rate per cent?

COMPOSITION.

1. Tell briefly how you would gather material for a theme. 10 credits.
2. (a) State the difference between a subject and a title, and give the qualities of a good title.
(b) Give 3 original examples of titles suitable for theme. 5 credits each.
3. (a) Tell what a paragraph is and write a half-page paragraph and tell its subject and also its subject-sentence.
(b) State why you think your paragraph has unity. 5 credits each.
4. Give two chief means of securing coherence. 10 credits.
5. Name five essentials of a sentence and explain what is meant by each. 2 credits each.
6. (a) What is a loose sentence? Write one.
(b) What is a periodic sentence? Write one. 5 credits each.

7. Show the difference in meaning between the following synonyms:
 (1) learn, teach; (2) credible, credulous; (3) guess, reckon, think; (4) pupil, student, scholar; (5) healthy, healthful, wholesome.
 2 credits each.
8. (a) Tell upon what vigor of thought is based and give the qualities of words necessary to produce vigor in writing. Illustrate by examples.
 (b) Compare in this respect Lincoln's Gettysburg Address and Webster's Bunker Hill Monument.
 5 credits each.
9. Name and define the four kinds of writing, distinguishing carefully between them.
 5 credits.
10. (a) Give five don't's that must not enter into a letter.
 1 credit each.
 (b) Write an agreeable narrative of some incident in your life; then tell what is the climax in the story written.
 5 credits each.

GEOGRAPHY.

1. Name three States of the United States most productive in each of the following: copper, silver, wool, sugar, wheat.
 2 credits each.
2. Name the States composing the Western section of the Southern States and give the capital of each.
 10 credits.
3. What advantage, if any, has the Eastern half of the United States over the Western in rainfall? Why?
 10 credits.
4. Name the five largest cities and five largest States in the United States in the order of their population.
 10 credits.

5. (a) Define commerce. (b) Name the different kinds of commerce. (c) What are the principal highways of trade? (d) What two cities in the United States have the largest amount of exports?
2½ credits each.
6. Name and locate the detached possessions of the United States.
10 credits.
7. Discuss the classes of people inhabiting South America and their distribution over the continent.
10 credits.
8. Give the approximate area and population of each of the following countries and their capitals: Turkey in Europe, Bulgaria, Greece, Servia, Montenegro.
2 credits each.
9. (a) Give the amount in square miles of the land surface of Florida and the area covered by water. (b) Explain the physical formation of Florida.
5 credits each.
10. (a) Discuss Japan as to progress of people. (b) Name two particulars in which the country has progressed.
5 credits each.

U. S. HISTORY.

1. Give an account of the Society of Friends. What other name do they have? What were their early principles? What did they accomplish in America?
10 credits.
2. Name the various steps on the part of the colonists that led to the Declaration of Independence.
10 credits.
3. Give the chief cause that led to the Missouri Compromise, and the provisions of the Compromise.
10 credits.
4. Define Arbitration, Currency, Nullification, Specie Payment, and Civil Service as applied to U. S. History.
10 credits.

5. Name the various inventions in the United States that have effected: (a) Transportation. (b) Transmission of thought. (c) Agriculture. (d) Domestic work. (e) Lighting. 2 credits each.
6. What were the causes that lead to the appointment of the Electoral Commission, and what was the decision of that commission? 10 credits.
7. Name the events connected with the history of the Panama Canal. 10 credits.
8. Name some leading disasters that have occurred in the United States since 1865. 10 credits.
9. Give a short account of Florida as to ownership by the different countries. 10 credits.
10. Name the five Governors of Florida who next preceded the present one. Give short sketches of the lives of any two of them. 10 credits.

PHYSIOLOGY.

1. Define each: cell, protoplasm, nucleus, tissue, hygiene. 2 credits each.
2. (a) Give the number and the name of each bone of the trunk; (b) of the limbs. 5 credits each.
3. Give the divisions and functions of the nervous system. 10 credits.
4. Locate and state the function of each of the following muscles: pyloric, biceps, triceps, pectoral, psoas. 2 credits each.
5. (a) Give the harmful effects of alcohol on each of four processes of digestion.
(b) Why are patent medicine dangerous?
(a) 8, (b) 2 credits.
6. Name all the forces that keep up the circulation of the blood. 10 credits.
7. State the effects of ventilation upon respiration and circulation of the blood. 10 credits.
8. Describe the processes of elimination carried on by the skin and by the kidneys. 10 credits.

9. Give five brief rules for the care of the eyes.
2 credits each.
10. Tell the correct thing to do in case of accidents:
(a) drowning; (b) poisoning by arsenic; (c) poisoning by opium; (d) bleeding; (e) fainting.
2 credits each.

AGRICULTURE.

1. Why do budding and grafting bring fruit truer to the parent stock than a tree grown from the seed will bring? 10 credits.
2. What conditions tend to make soil poor? 10 credits.
3. What kinds of plants when plowed under are most valuable in enriching the soil? Name specific kinds.
10 credits.
4. Name several rules for selecting good seed corn.
10 credits.
5. What are the advantages in rotation of crops?
10 credits.
6. What conditions do the nitrate-forming germs need in order that they may increase rapidly and improve the soil and crops? 10 credits.
7. Name the members of a honeybee colony and state the work or habits of each class of bees. Give the approximate number of each class of bees in a hive.
10 credits.
8. Name the kinds of trees best suited for school grounds; for making shade quickly; for making fence posts. 10 credits.
9. Give five good rules to be observed in milking cows and preserving the milk afterward. 10 credits.
10. State the approximate value of the cotton crop, including the seed, grown annually in the Southern States. What are the main kinds of cotton grown?
10 credits.

THEORY AND PRACTICE.

(From White's Elements of Pedagogy.)

1. (a) Define Psychology. (b) Give reasons why a knowledge of psychology is helpful to the teacher. 5 credits.
2. (a) Name the three psychical powers, and reproduce the outline analysis of the human soul.
(b) Give the three divisions of sensibility, and the subdivisions of the first two.
(c) Define intellect and show by diagram its three powers and only their first subdivisions. 5 credits each.
3. Give in three words the immediate ends of education.
(b) Tell in six words what they include. 5 credits each.
4. Give the seven fundamental principles, illustrating by diagram Principle IV. 10 credits.
5. Under Principle II, state seven elementary maxims of elementary teaching. 10 credits.
6. (a) Name the three distinct teaching processes.
(b) Give a maxim relating to the first process, and discuss an abuse of each of the other two. 5 credits each.
7. Discuss the proper relation between oral teaching and book study, illustrating by a diagram how oral teaching should vary from the primary to the high school period. 10 credits.
8. (a) State briefly three objects of the recitation.
(b) Discuss the merits and defects of both the question method and the topic method. 5 credits each.
9. Name and discuss the merits and demerits of the three methods of calling on pupils. 10 credits.

10. (a) Give in substance what is said of the teacher and of the necessity of daily preparation.
- (b) Discuss this preparation with reference to (1) Knowledge of Subjects Taught; (2) Use of Text-book; (3) Principles and Methods; (4) Assignment of Lessons. 10 credits.

Note.—Every teacher should read carefully the author's methods of teaching Reading, Language, English Grammar, Geography, and Arithmetic.

CIVIL GOVERNMENT.

1. State the most important function of any government. 10 credits.
2. Name the usual officers of a city and outline the duties of each. 10 credits.
3. Make a list of the executive and administrative officers of your county. 10 credits.
4. Give five of the events that led to the formation of the Union. 10 credits.
5. State the necessary qualifications for eligibility for:
 - (a) Representative in Congress.
 - (b) United States Senator. 5 credits each.
6. What is the Interstate Commerce Commission? Name its duties. 10 credits.
7. Name the steps in the process of Naturalization. 10 credits.
8. Outline the necessary steps for the admission of a State into the Union. 10 credits.
9. Give the course of a bill from the time it is introduced into the Legislature of Florida until it becomes a law. 10 credits.
10. Mention five of the miscellaneous provisions of the Constitution of Florida. 2 credits each.

PHYSICAL GEOGRAPHY.

(First Grade Only.)

1. State two hypotheses held by astronomers as to the origin of the Solar System. 10 credits.
2. State facts proving the oblateness of the earth. 10 credits.
3. Explain the variations in the lengths of day and night. 10 credits.
4. Discuss the different opinions as to the interior of the earth. 10 credits.
5. Give the supposed causes of earthquakes. 10 credits.
6. Give the general features of Continental relief and show how North America conforms to them. 10 credits.
7. Tell what atolls are and give their origin. 10 credits.
8. Name the four most remarkable bores and describe two of them. 10 credits.
9. Name and give the office of each of the great regulators of rainfall. 10 credits.
10. Tell how Physical Geography should be studied. 10 credits.

ALGEBRA.

(First Grade only.)

1. Factor the following:

$$(x-y)^2 - z^2; x^2 + 13xy + 36y^2; x^6 - 1; a^2 + b^2 - c^2 - 2ab; 2ax + 2ay - 2az + 2bx + 2by - 2bz.$$

4 credits each.

2. Find the value of the following:

$$\left(\frac{1-a^2}{1-a^3} + \frac{1-a}{1-a+a^2} \right) \div \left(\frac{1+a}{1+a+a^2} - \frac{1-a^2}{1+a^3} \right).$$

20 credits.

3. Solve by each of the three methods of elimination:

$$\begin{cases} \frac{x}{a} + \frac{y}{b} = 2ab. \\ \frac{x}{ab} + \frac{y}{ab} = a + b. \end{cases}$$

5 credits each.

4. A merchant found, on counting his cash, that he had 84 pieces of silver, in dollars, half-dollars, and quarters, all worth \$42. He also found that 1-3 of his half-dollars, and 1-4 of his quarters were worth \$6.50. How many pieces of each kind had he?

15 credits.

5. Simplify:

$$\sqrt[4]{16} + \sqrt[3]{81} - \sqrt[3]{-512} + \sqrt[3]{192} - 7\sqrt[6]{9}.$$

15 credits.

6. From two places, distant 720 miles, A and B set out to meet each other. A traveled 12 miles a day more than B, and the number of days before they met was equal to one-half the number of miles B went per day. How many miles did each travel per day?

15 credits.

STATE CERTIFICATES.

Persons to be eligible for examination for State Certificates must have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State.

Before obtaining this certificate, one must make no grade below 60 per cent., and an average of 85 per cent. on the following ten branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Psychology, and General History. This certificate is valid for five years from date of issue. The following are some of the questions used in the examinations during the past two years. Section 370, General Statutes.

REGULATIONS.

1. A fee of one dollar, not returnable, and an endorsement of good character, must be handed the examiner.
2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

Up to date, October 18, 1914, there have been issued 176 State Certificates.

QUESTIONS FOR STATE CERTIFICATE.

Used January, 1914.

RHETORIC.

1. Name four essentials of a paragraph, and give five ways of developing one. 10 credits.
2. State five ways of securing unity; five for securing coherence. 1 credit each.
3. Name and define four forms of discourse. 10 credits.
4. Explain the meaning and use of these terms in rhetoric: Introduction; Incentive Moment; Plot; Climax; Conclusion. 2 credits each.
5. Name and define each of four chief elements a description should contain; the three general principles of composition to which it must conform. 10 credits.
6. (a) Define exposition as a form of discourse; (b) give four essential characteristics of clear exposition. (c) State five ways of developing the meaning of a proposition. 10 credits.
7. Define argument and state three essential characteristics of an argument. 10 credits.

8. (a) Name and explain two processes of reasoning.
(b) State not less than five suggestions to be observed in a debate. 10 credits.
9. Write five pairs of each: homonyms, antonyms, synonyms. 10 credits.
10. Write short sentences and illustrate ten different figures of speech, naming each. 1 credit each.

ENGLISH LITERATURE.

(From Long's)

1. Discuss briefly the importance of and the object in studying literature. 10 credits.
2. (a) Name and give account of five of the earliest works of Anglo-Saxon literature. (b) Write a brief sketch of the lives of three authors of that Age. 5 credits each.
3. (a) Tell how the conquest in the Anglo-Norman Period affected the life and literature of England. (b) Name two writers of that period and give brief description of the principal works of each. 5 credits each.
4. Name four writers of the Age of Chaucer (1350-1400), and make a brief sketch of each and his chief literary production. 10 credits.
5. Account for the lack of great literature during the period of the Revival of Learning. (b) Give the authors and the titles of the two greatest English works of the period. 5 credits each.
6. Give a brief sketch of the life of England's chief non-dramatic poet and a brief description of his masterpiece during the Elizabethan Age (1550-1620). (b) Give the same of her chief dramatic poet of the same age. 5 credits each.
7. Write briefly of the life and literary works in the Puritan Age: (a) of England's most noted poet; (b) of her leading prose writer. 5 credits each.

8. Write opposite each of the following names of the Eighteenth Century, or Classic Age, one or more of his masterpieces—Alexander Pope; Jonathan Swift; Joseph Addison; Richard Steele; Samuel Johnson; Edmund Burke; Oliver Goldsmith; William Cowper; Robert Burns, Daniel Defoe.
1 credit each.
9. (a) Tell why the Age of Romanticism is called the Age of Revolution, and show the influence of the French Revolution upon English Literature. (b) Name during this age five leading poets and four leading prose writers.
5 credits each.
10. Write three names each of the greatest poets, novelists, essayists, and scientists of the Victorian Age (1850-1900), and write after each name one or more of his most popular works.
10 credits.

LATIN.

1. Translate into good English (not too liberal):

Cognito Caesaris adventu, Ariovistus legatos ad eum mittit: Quod antea de conloquio postulasset, id per se fieri licere, quoniam propius accessisset seque id sine periculo facere posse existimaret. Non respuit condicionem Caesar iamque eum ad sanitatem reverti arbitrabatur, cum id, quod antea petenti denegasset, ultro polliceretur; magnamque in spem veniebat, pro suis tantis populique Romani in eum beneficiis, cognitis suis postulatis, fore uti pertinacia desisteret. Dies conloquio dictus est ex eo die quintus.—Caesar Bk. 1, Chap. 42.

20 credits.

2. Decline in full these words in the extract: adventu, eum, quod, petenti, die.
2 credits each.

3. (a) Write the synopsis of the verb *mitto* with *tu*, in the active voice, in all modes and tenses, omitting *tu* give all other parts of the verb complete.
 (b) Write a similar synopsis of the same verb with *ille* in the passive voice. 5 credits each.
4. Write the principal parts of the first ten verbs in the extract in the voice the verb is used, taking them in order and counting any part of the verb as a verb. 1 credit each.
5. Parse in full: *cognito*, *quod*, *id*, *fieri*, *licere*, *accessisset* (account for mood), *petenti*, *fore*, *pertinacia*, *desisteret* (account for mood). 1 credit each.
6. Make interlinear translation of:

‘*Sum patria ex Ithaca, comes infelicis Ulixi, nomine Achaemenides, Troiam genitore Adamasto paupere—mansissetque utinam fortuna!—profectus. Hic me, dum trepidi crudelia limina linquunt, immemores socii vasto Cyclopi in antro deseruere. Domus sanie dapibusque cruentis, intus opaca, ingens; ipse arduus, altaque pulsat sidera—Di, talem terris avertite pestem:—nec visu facilis nec dictu adfabilis ulli. Visceribus miserorum et sanguine vescitur atro. Vidi egomet, duo de numero cum corpora nostro prensa manu magna, medio resupinus in antro, frangeret ad saxum, sanieque aspersa natarent limina; vidi atro cum membra fluentia tabo manderet, et tepidi tremerent sub dentibus artus.—Aeneid, Bk. III, 11.613-627.* 30 credits.
7. Write in Latin:—
 (a) Those who remember (*memini*) the civil wars will never forget (*obliviscor*) the bloodshed (*caedes*) and sorrow (*maeror*) of which they were the cause.
 (b) Caesar, who had kept (*teneo*) his soldiers in camp for the last (*proximus*) five days, now offered battle (*proelio laceo*) to the Gauls. 5 credits each.

BOTANY.

(From Bergen)

1. State the conditions favorable for seed germination, and explain how young plants are fed. 10 credits.
2. Name and illustrate by diagrams the successive stages of development in the life history of a bean seedling. 10 credits.
3. Discuss roots as to their origin, form, structure, movements, and functions. 10 credits.
4. Define stem, name and explain different kinds of branching, and distinguish between trees, shrubs and herbs. 10 credits.
5. Draw a model leaf, and name its different parts; give reasons why leaves should be studied critically. 10 credits.
6. Name and illustrate by drawing six varieties of leaves as to general outline; (b) six kinds as to shapes of margins. 10 credits.
7. Explain the various functions of leaves; name the substances received by them, manufactured by them, given off by them. 10 credits.
8. Draw a flower of the higher order of seed plants and name the different parts. 10 credits.
9. Name the parts of the flower necessary for reproduction, and explain pollination of various kinds. 10 credits.
10. Discuss fruits and give an example of each: (a) as to their composition; (b) as to their texture; (c) as to the mode of dissemination. 10 credits.

ZOOLOGY.

(Colton's Descriptive)

1. In studying the life of an animal, answers to what questions are sought? 10 credits.

2. Give the branch, class and order of the house fly, and describe its mode of development. 10 credits.
3. Name three insects of the class myriapoda, give the order of each and write a description of one of them. 10 credits.
4. (a) Give the branch and class of the clam, and name three other animals of the same branch and class.
(b) Describe a clam as to its shell, locomotion, gills, digestive and circulatory systems. 5 credits each.
5. Tell how the squid swims, escapes from its enemies, captures its prey, and describe its circulatory system, its nervous system, and its senses. 10 credits.
6. Give the branch, class and order of each of the following: grasshopper, squash-bug, honey-bee, earthworm, land snail. 2 credits each.
7. Write of snakes,—locomotion, food, digestive organs, respiratory organ, and reproduction. 2 credits each.
8. Give full classification of the following birds and give reason for each classification: ostrich, duck, quail, hawk, robin. 2 credits each.
9. Trace the structural characteristics of birds and snakes and show their similarities. 10 credits.
10. Name the distinguishing characteristics of mammals and tell to which order each of the following belongs, and give reason for your classification: rabbit, dog, horse, ape, man. 10 credits.

TRIGONOMETRY.

(From Wentworth's Plane.)

1. Draw figure and represent all the trigonometric functions by eight lines. 10 credits.
2. Prove that: (a) $1 + \tan^2 A = \sec^2 A$.
(b) $1 + \cot^2 A = \csc^2 A$. 5 credits each.

3. Draw figure and develop six functions of an angle of 30° . 20 credits.
4. How high is a tree that casts a horizontal shadow 80 feet long when the angle of elevation of the sun is 50° ? (Solve without logarithms). 20 credits.
5. From a ship two rocks are seen in the same right line with the ship, bearing N. 15° E. After the ship has sailed northwest 5 miles, the first rock bears east, and the second northeast. Find the distance between the rocks. 20 credits.
6. The diagonals of a quadrilateral are 34 and 56, intersecting at an angle of 67° . Find the area. 20 credits.

GENERAL HISTORY.

(From Myers' Revised Edition).

1. Write of the youth, military career, the aim, the end, and the results of the conquests of Alexander the Great. 10 credits.
2. Write of the Battle of Melvian Bridge and the results of the reign of Constantine the Great. 10 credits.
3. Discuss briefly architecture, literature, law, and law literature among the Romans. 10 credits.
4. Tell of the conversion to Christianity of the Goths, Franks, England, Ireland, Germany and the probable result, had they not accepted Christianity. 10 credits.
5. Give the rise of Islam, the origin of the Koran, and the fundamental doctrine and cardinal virtues it teaches. 10 credits.

6. Write of Chivalry, its origin, its ceremonies, cause of its decline, and the good accomplished by it. 10 credits.
7. Write briefly of the Council of Clermont and the Crusades, their causes, their number, the result of each, and their effects upon civilization. 10 credits.
8. Write a brief account of Martin Luther and the beginnings of the Reformation. 10 credits.
9. Give a brief account of the causes and results of Russia's three Wars with Turkey since the French Revolution. 10 credits.
10. Discuss the present tendency toward a World Congress and a World State. 10 credits.

PSYCHOLOGY.

(From Elements of Psychology—Thorndyke)

1. Define sensations. Illustrate. 10 credits.
2. Illustrate the difference in: (a) a percept and a sensation; (b) an illusion and a hallucination. 5 credits each.
3. Illustrate how vague and coarse percepts are replaced by detailed and definite percepts. 10 credits.
4. Give illustration of: (a) individual judgments; (b) general judgments; (c) abstract judgments. 10 credits.
5. Discuss attention; (a) voluntary and involuntary; (b) native and acquired; (c) immediate and derived; (d) sensorial and intellectual. 10 credits.
6. Define instinct and show how instincts grow into habits. 10 credits.
7. Account for the individual differences in memory. 10 credits.
8. Explain the difference in inductive and deductive reasoning. 10 credits.

9. Name all the elements entering a complete act of the will. 10 credits.
10. Discuss the relations of psychology to education. 10 credits.

GEOMETRY.

(From Milne's.)

1. Prove: The medians of a triangle pass through a point which is two-thirds of the distance from each vertex to the middle of the opposite side. 20 credits.
2. Prove: An angle formed by two secants, which meet without a circumference is measured by one-half the difference of the intercepted arcs. 20 credits.
3. Prove: The Square upon the hypotenuse of a right triangle is equivalent to the sum of the squares upon the other two sides. 20 credits.
4. Problem: The chord of an arc is 24 feet and its altitude is 9 feet. What is the diameter of the circle? 20 credits.
5. Prove: A triangular pyramid is equivalent to one-third of a triangular prism which has the same base and altitude. 20 credits.

PHYSICS.

(From the First Principles of Carhart and Chute's.)

1. If a wire 1-10 of an inch in diameter will support 300 pounds, how many pounds will a wire of the same material 1-5 of an inch in diameter support? 10 credits.
2. Find the pressure on the bottom and on the sides of a rectangular box 4 ft. by 2 ft. on the bottom, and 6 feet deep, when filled with water. 10 credits.

3. A block of marble 2 ft. by 1 ft. by 6 ft. is lying on its broadest surface. How many foot pounds of work will be required to set it on end, the density of the marble being 2.34? 10 credits.
4. A ball is fired horizontally from a cannon 257.28 ft above the ground. In how many seconds will the ball reach the ground, not regarding the resistance of the air? 10 credits.
5. The diameter of a cylinder of the capstan of a ship is 12 in. What force would have to be applied at an effective distance of 6 ft. in order to turn the capstan and lift an anchor weighing 2400 lbs.? 10 credits.
6. The sound of a gun was heard 3 seconds after the discharge was seen. How far away was the gun? The temperature of the air was 18° C. 10 credits
7. If a pendulum 40 inches long beats once a second, how long must a pendulum be to beat 4 times a second? 10 credits.
8. Illustrate by a diagram and explain why a stick thrown obliquely into still water appears bent. 10 credits.
9. Reduce to standard conditions of temperature and pressure 300 cubic centimeters of gas measured when the thermometer registered 20° C. and the barometer at 740 mm. 10 credits.
10. What current will be supplied through an external resistance of 5 ohms by a battery having an E. M. F. of 2.2 volts and an internal resistance of .2 of an ohm? 10 credits.

QUESTIONS FOR PRIMARY CERTIFICATES.

1913-1914.

ARITHMETIC.

Each Correct Solution Worth 20.

1. If 5 divisions of the German Army have a total of

238,560 men, the first division numbering sixty thousand sixty men, the second forty thousand forty men, the third fifty thousand ten men, and the fourth numbering just two-thirds as many as the fifth division, how many men in the fourth division and how many in the fifth division? Make proof of your work in such way as a fourth grade pupil would see the correctness of your answers.

2. Mr. J. P. Morgan owned 4006 city lots in a Chicago suburb valued at \$907 each, he authorized an agent to exchange the lots for a railroad valued at \$9,009 a mile, allowing him for his services \$2,815 of the value of the lots. What was the length of the railroad in miles? Note—solve the problem so as to indicate the true multiplicand, and find the real value of the lots by using your answer, the \$2,185, and the \$9,009.

3. B buys 40 acres of land for \$1,200. He sells half of it for \$600, and the balance he divides into 5-acre tracts and sells 2 of them for \$40 an acre and the others for \$30 an acre. Does he gain or lose, and how much?

4. C had 1-4 of all his money in Bank, 2-3 invested in dry goods, and \$910 less than 1-5 in cash, he converted it all into cash and invested \$3,120 2-3 in a residence, \$1,335 5-6 in an auto, \$777 7-8 in a piano, and the balance in farm land at \$5 21-160 an acre, and found he had even acres of land and not a cent left. How many acres of land did he get?

5. Add 4 9-160 and 3 and 75 ten-thousandths, diminish the sum by 5 and .04 3-8, multiply the remainder by 12 thousandths, divide the product by 606 ten-millionths, and write the quotient in Roman notation.

ENGLISH GRAMMAR.

(From Hyde's Book II)

Each Answer Worth 10 Credits.

1. Write five nouns that form their plurals differently, after each its plural, and give the rule for forming each plural.

2. Illustrate five different ways by using compound words and phrases of forming the possessive case singular, and write the possessive plural of such as admit of it.
3. Give the Order of Parsing each: (a) a noun; (b) a pronoun; (c) an adjective; (d) a verb; (e) an adverb.
4. Parse according to the order given two of each in the following: The beautiful lady that you met yesterday died suddenly in two hours thereafter.
5. Write two each of ten classes and subclasses of pronouns, and after each pair its name and definition.
6. (a) Write in the active voice progressive form a complete synopsis of love with thou in the finite modes, then omitting thou write all other active forms. (b) Write a similar synopsis of love with we in the passive voice.
7. Write sentences and illustrate three separate uses of noun clauses.
8. Write sentences and illustrate and explain five separate uses of infinite phrases.
9. Write complete analysis of: *The way which leadeth to failure is broad and many seem to prefer that route.*
10. Parse in full the ten words in italic in the above sentence.

COMPOSITION.

1. When and how should Composition be taught in the first three grades?
2. Write five sentences and illustrate in each a different use of a capital letter and of a comma.
3. Discuss all the principles that should be observed in the construction of a paragraph.
4. Write five sentences and name and illustrate in each a different figure of speech.

5. Make a topical outline of not less than four heads of any subject you may choose and write a composition, based on your outline, of not exceeding 200 words.

HISTORY.

1. Name all the presidential nominations since Grant, and some important event occurring in each.

2. Name all the territorial acquisitions of the United States, the approximate date of each, and how it was acquired.

3. Couple the name of the inventor of each of ten of the most important and beneficial inventions in the United States during the Nineteenth Century.

4. Name all the wars in which this country has been engaged, with whom fought, and state briefly the causes of each.

5. Name in order all the Governors of Florida since George F. Drew, and show the growth in educational sentiment and development since that time.

GEOGRAPHY.

1. Outline a plan for teaching the home geography of a town.

2. Name and locate five of the largest cities in the United States and give the chief reasons for the size of each.

3. Name ten of the Southern States and write opposite each two of its most important industries.

4. Name the principal countries of Europe and write opposite each its capital and one other principal city.

5. Name the four sections into which Florida is usually divided, and write opposite each at least five counties in that section.

NATURE STUDY.

(Based on Hodge's Nature Study and Life.)

1. (a) State the aim and purpose of Nature Study.
(b) Tell what it may accomplish in the home life of the child. 5 credits each.
2. Tell how this study may help to train children in the observance of laws. 10 credits.
3. Discuss Nature Study as to its (a) economical value; (b) educational value; (c) ethical value. 3 1-3 credits each.
4. Tell what should govern in the specimens or selections for study. 10 credits.
5. Name classes into which insects should be divided for school-room studies. 10 credits.
6. Name two groups and give reasons why each should be studied by every class. 10 credits.
7. Name three each that are useful and interesting studies for Florida children (a) plants, (b) animals, (c) insects, (d) marine plants or animals. 2 1-2 credits each.
8. Tell what can be gained by the knowledge of each group mentioned above. 10 credits.
9. (a) Tell what is meant by the life story of a plant.
(b) Make a complete plan for teaching in the third grade the life story of a Florida fruit. 5 credits each.
10. Discuss the fourfold value of gardening in the life of a child. 10 credits.

METHODS AND PRINCIPLES.

(Based on "Waymarks for Teachers"—Arnold)

1. (a) State the general aim and purpose of all teaching. (b) Name the necessities for a well-rounded life. 5 credits each.

2. (a) Discuss the relative importance of oral and written language. (b) Relate the best means of teaching it. 5 credits each.
3. (a) Tell the value of pictures and poems in teaching language. (b) Illustrate. 5 credits each.
4. (a) Give reasons why reading is the most important in primary grades.
(b) Explain in a reading lesson three steps: (a) acquiring ideas; (b) word-study; (c) drill in use of words. 5 credits each.
5. (a) Tell what is involved in spelling. (b) Tell how phonics assist in learning to spell. 5 credits each.
6. (a) State the psychological reasons for using objects in the first number lessons. (b) Distinguish between development and drill in numbers. 5 credits each.
7. (a) Name three functions of seat-work. (b) Tell what should govern the assignment. 5 credits each.
8. (a) Tell when seat-work should be corrected and credited. (b) Give reasons for your answers. 5 credits each.
9. (a) Tell how the character of the teacher effects the moral atmosphere of a school-room. (b) Name the characteristics of a good disciplinarian. 5 credits each.
10. (a) State the principles that should govern in making a program. (b) State the best time for teaching moral truths. 5 credits each.

DRAWING.

(From Augsberg, Book I)

1. (a) Tell why drawing appeals to children.
(b) Discuss the most effective way of teaching it. 5 credits each.
2. Name and explain the general heads under which all drawing should be considered. 10 credits.

2. (a) Discuss the relative importance of oral and written language. (b) Relate the best means of teaching it. 5 credits each.
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DRAWING.

(From Augsberg, Book I)

1. (a) Tell why drawing appeals to children.
(b) Discuss the most effective way of teaching it. 5 credits each.
2. Name and explain the general heads under which all drawing should be considered. 10 credits.

3. Discuss brush and pencil as to (a) respective value;
(b) relative value. 5 credits each.
4. (a) What are type-forms? (b) Relate three objects
each to the circle and the square that may be
taught in any primary grade. 5 credits each.
5. (a) State two general principles of perspective.
(b) Show how you would teach this for a row of
trees or a fence. 5 credits each.
6. (a) Tell what is meant by Line-accent, and what
should govern it.
(b) Give two conventional rules. 5 credits each.
7. (a) Tell wherein drawing trains the powers of ob-
servation.
(b) Show its practical and cultural value.
5 credits each.
8. What place and how much time in the week's pro-
gram should be given for regular drawing lessons?
10 credits.
9. (a) Draw some object in the room, one dimension
being not less than three inches.
(b) Draw from memory a lemon beside a pitcher.
5 credits each.
10. Tell the value to little children of brush work in
colors.

FOR SPECIAL CERTIFICATE USED JANUARY, 1914.

SPANISH.

(Printed without accent)

1. Write two augmentative and three diminutive suf-
fixes, form a word with each and show how the
suffix has affected the meaning of the original
word. 10 credits.
2. Write illustrative sentences explaining all uses of
the pronoun *se*. 10 credits.

3. Give full synopsis, with the English meaning, in first person plural of the verbs *partir* and *ver*.

5 credits each.

4. Conjugate in full the auxiliary verb *haber*.

10 credits.

5. Write in Spanish:

- (a) There is no animal more noble or more faithful than the dog.
- (b) It is a pity that such men can deceive the people so long.
- (c) The wife is the husband's companion, and come what may she will stand by him.
- (d) Things did not seem the same when you were twenty-one.
- (e) A man asked his friend why he habitually did not return the books that he borrowed. He answered, "Because it is easier to retain the books than what they contain. 4 credits each.

6. Translate into English:

"Senorita,—En primer lugar yo no tengo la cabeza debil, ni la he tenido nunca, y prueba de ello es que no ha podido atravesarla una bala. En segundo lugar, siento muchísimo que me hable usted con tanta conmiseracion y blandura; pues yo no entiendo de suavidades, zalamerias, ni melindres. Perdone usted la rudeza de mis palabras, pero cada uno es como Dios lo ha creado, y a mi no me gusta enganar a nadie. No se por que ley de mi naturaleza prefiero que me peguen un tori a que me traten con bondad. Yo no he nacido para recibir honores, ni para agradecerlas o pagarlas. Yo soy un hombre ataroz a quien nadie ha, podido aguantar ni de muchacho, ni de joven, ni de viejo que principio a ser. A mi me llaman en todo Madrid el Capitan, Veneno.

—Alarcon:—El Capitan Veneno.

20 credits.

7. Make interlinear translations of:

"Si, don Pedro, la ocasion
 en brev tendereis aqui
 de que pruebas den de si
 la mano y el corazon.
 Los deberes recordad
 que os impone en este dia
 la ley de caballeria:
 valor, honor y lealdad.
 Sed en la lid atrevido,
 mas prudente; fiel al rey;
 de Dios defended la ley
 y amparad al desvalido.
 No dejeis por interes
 de ser en todo cabal,
 con los hombres liberal,
 y con las damas cores.
 En fin, temed de faltar
 a la palabra empenada,
 que aunque fuere a un moro dada,
 le es fuerza siempre guardar."

—Gil y Zarate:—Guzman el Bueno.

20 credits.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

FRENCH.

(Printed without accent)

1. Write the feminine of heureux, doux, frais, faux, actif; and the plural of bal, bijou, cheval, ciel, oeil.
1 credit each.
2. Write the personal pronouns and give all the forms.
(b) Give and illustrate the rules for the position of pronoun objects.
5 credits each.

3. Give principal parts of *aller*, *trouver*, *partir*, *voir*, *savoir*, *boire*, *courir*, *devoir*, *rire*, *vouloir*.
1 credit each.
4. Give the present indicative of *être*, the future indicative of *avoir*, the present subjunctive of *aller*, the conditional of *voir*, the imperfect indicative of *vouloir*.
2 credits each.
5. Translate into French:
 - (a) Unless you come to-morrow, we shall not wait for you.
 - (b) I have not read the book, but I have read this one, and I like it very much.
 - (c) We shall make them do their work.
 - (d) To hesitate would be weakness.
 - (e) I write this in order that you may know the truth.
2 credits each.
6. Explain or illustrate by use in sentences, the distinctions between: (a) *avant* and *devant*; (b) *entre* and *parmi*; (c) *dans* and *en*; (d) *vers* and *autour de*; (e) *avec* and *chez*.
2 credits each.
7. Translate into French:—
 - (a) The children have not come.
 - (b) Continue reading until you are called.
 - (c) Those people are hungry; give me bread for them.
 - (d) What is the matter? I fell and hurt myself.
 - (e) The poor boy told me that his bird was dead.
2 credits each.
8. Use in sentences: *combien*, *tant*, *trop*, *fois*, *temps*, *celui*, *chacun*, *dont*, *quoi*, *lequel*.
1 credit each.
8. Translate into English:—
Amour sacré de la patrie,
Conduis, soutiens nos bras vengeurs;
Liberté, Liberté, chérie,
Combats avec tes défenseurs!
Sous nos drapeaux que la Victoire

Accoure a tes males accents!
 Que tes ennemis expirants
 Voient ton triompe et notre gloire!

10 credits.

10. Translate into English:—

Le lendemain se passa sans que rien de manquant eut lieu. Gryphus fit ses trois visites. Il ne decouvrit rien. Quand il entendait venir son geolier, van Baerle, a l'aide d'une mecanique qu'il avait inventee, et qui ressemblait a celles a l'aide desquelles on monte et descend les sacs de ble dans les fermes, van Baerle avait imagine de descendre sa cruche au-dessous de l'entablement de tuiles a bord et ensuite de pierres, qui regnait au-dessous de sa fenetre. Quant aux ficelles a l'aide desquelles le mouvement s'operait, notre mecanicien avait trouve un moyen de les cacher avec les mousses qui vegetent sur les tuiles et dans le creux des pierres.

10 credits.

FOR SPECIAL CERTIFICATE USED JANUARY, 1914.

GERMAN.

(Printed in English type and without accent)

1. Give the principal parts of the following verbs: bremen, wissen, fallen, lassen, beissen, greifen, essen, liegen, kochen, sprechen, and conjugate any four in one tense, but each one in a different tense.
10 credits.
2. Conjugate *sein* in the present, past, present perfect, future, and future perfect tenses in the indicative plural, and subjunctive singular. 10 credits.
3. (a) Decline: ein gruner Baum, mein schones Haus, der liebe Bruder, dieser hohe Berg, (b) Compare the adjective used. 10 credits.

4. Conjugate *aufstehen* in the present indicative; *mitgehen* in the past subjunctive; *sich ausziehen* in the present perfect indicative. 10 credits.

5. Translate into German:

- (a) These here are students, but that man is a soldier, the son of a count.
- (b) I have never seen such a citizen.
- (c) What sort of lighting have you in your house?
- (d) Did you break or lose it?
- (a) I am not speaking of your nephew now.

2 credits each.

6. Translate into English:

Uebersetzen Sie;
 Willst, feiner Knabe, du mit mir geh'n?
 Meine Tochter sollen dich warten schon;
 Meine Tochter fuhren den nachtlichen Reih'n
 Und wiegen und tanzen und singen dich ein."
 Mein Vater, mein Vater, und siehst du nicht dort
 Erلكonigs Tochter am dursten Ort?—
 Mein Sohn, mein Sohn, ich seh' es genau:
 Es scheinen die alten Weiden so grau.—
 "Ich liebe dich, mich reizt deine schone Gestalt;
 Un bist du nicht willig, so brauch ich Gewalt."—
 Mein Vater, mein Vater, jetzt fasst er mich an!
 Erلكonig hat mir ein Leid's gethan!

15 credits.

7. Make interlinear translation into English:

Ich trat in ein turkisches Kaffeehaus. Es lag in einem kleinen Garten, uber dessen Mauern hinweg man eine herrliche Aussicht auf Land und Meer hat. Vor dem Hause sassen mehr als hundert Maner, die die turkische Wasserpfeife rauchten. Alle horchten aufmerksam nach einem stattlichen Manne,

der in der Mitte des Gartens stand und mit ausdrucksvollen Gebarden einen Vortrag hielt. Es war ein berühmter öffentlicher Erzähler, welcher allerlei drollige Geschichten erzält und manchmal grossen Einfluss auf die Menge ausübt. Seine Zuhörer, die dankbarsten, die man haben kann, folgten seinem Vortrag mit der grossten Aufmerksamkeit. Als der Erzähler an die spannendste Stelle gekommen war, hielt er inne und ging mit einer zinnernen Tasse umher, in welche jedermann ein kleines Geldstück warf, um sich das Ende der Geschichte zu erkaufen.—(Moltke.) 20 credits.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

BIOLOGY.

1. Name and describe the different methods of cell multiplication. 10 credits.
2. Describe mitosis (karyokinesis) and illustrate by figures. 10 credits.
3. Name and describe all the functions of leaves. 10 credits.
4. Discuss the relation of natural selection and evolution. 10 credits.
5. Discuss briefly the law of mutation. 10 credits.
6. Write of the structure, habits and reproduction of the housefly, and his relation to the health of mankind. 10 credits.
7. Define what is meant by selective breeding, and tell in what ways it has been beneficial to man. 10 credits.
8. Arrange in one column the resemblances and in another the differences in the respiration of: (a) a bird and a fish; (b) a frog and a clam. 5 credits each.

9. Define, parasites, saphrophytes, symbiosis. 3 1-3 credits each.
10. (a) Tell briefly the principal methods by which contagious diseases are spread; (b) give the most important means for checking, in each case, this dissemination. 5 credits each.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

BOOKKEEPING.

1. Make Day Book entries for the transactions:

1913.

- Jan. 1. John Doe began business with cash \$4,000.
- " 2. Bot. of Wm. Brown for cash 100 barrels flour at \$6 a barrel.
- " 3. Sold H. Davis for cash 50 bbl. flour at \$6 a barrel.
- " 4. Bot. of Hart & Co. for cash 100 bbl. of pork at \$9 a barrel; 100 bbl. beef at \$12 a barrel.
- " 5. Paid store rent \$50.
- " 6. Sold for cash 25 bbl. flour at \$6.25 a barrel and 50 bbl. beef at \$14 a bbl.
- " 8. Bot. of J. D. Morgan on account 100 bbl. flour at \$5 a barrel.
- " 10. Sold to A. O. Steele, on account, 50 bbl. flour at \$6 a barrel.
- " 12. Bot. of D. Hammond on account 100 sacks of salt at \$1.25 a sack, and 50 bbl. beef at \$12 a barrel.
- " 15. Sold to Jas. Wood on account 25 bbl. of pork at \$10.50 a bbl; 10 sacks of salt at \$1.50 a sack; 30 bbls. of flour at \$6 a bbl.
- " 16. Sold for cash 50 bbl. of pork at \$10.50 a bbl.; 25 bbl. of flour at \$6 a barrel.

- " 20. Bot. for use of store for cash 2 tons coal at \$5.25 per ton.
- " 22. Bot. for cash 100 bbl. of flour at \$5 a bbl.
- " 23. A. O. Steele paid cash on account \$300.
- " 25. Sold Jas. Wood on account 40 bbl. flour \$6 a barrel.
- " 26. Paid D. Hammond cash on account \$400.
- " 27. Sold for cash 25 sacks of salt at \$1.50 a sack, and 25 bbls. of beef at \$14 a barrel.
- " 29. Paid clerks' salaries for January in cash \$175.
- " 30. Bot. of D. Hammond on account 50 bbl. pork at \$9 a barrel.
- " 31. Received cash of Jas. Wood on account \$200.

2. Journalize Day Book entries of above transactions.

3. Post Journal entries to Ledger.

4. Take a trial balance.

5. Make out a Balance Sheet.

20 credits for each question.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

CHEMISTRY.

1. Name the compound formed when phosphorus burns:
 - (a) in the air; (b) in chlorine. (c) Write an equation expressing the reaction of phosphorus pentoxide and water. 10 credits.
2. (a) Write a list of the oxides of nitrogen. (b) Show how two oxides of nitrogen react with water. (c) Show how two or more of the oxides of nitrogen illustrate the law of multiple proportions. 10 credits.

3. How can ammonia be made from ammonium chloride? (b) Write equations showing how hydroxide reacts with nitric acid; with aluminum.
5 credits each.
4. (a) In what compound does chlorine usually occur in nature? (b) Show by equations how free chlorine can be obtained from this substance.
5 credits each.
5. Write equations showing laboratory methods for preparing: (a) hydrochloric acid; (b) sodium carbonate; (c) copper sulphate; (d) cuprous oxide.
2 1-2 credits each.
6. (a) Tell how sulphur dioxide is made from sulphur, and how sulphuric acid is made from sulphur dioxide. (b) Write equations representing the oxidation by the expression $+O$ or $+O^2$. 5 credits each
7. (a) What acid would you use to dissolve metallic silver? (b) How could the presence of silver be shown in solution (in the ionic form, that is, in a dissociating liquid)? 5 credits each.
8. (a) Write an equation showing how carbon monoxide combines with oxygen. (b) What is the product formed? (c) What will be the relative volumes of gases taking part in the reaction to each other and to the product? (d) What will be the relative weights of the gases reacting?
2 1-2 credits each.
9. (a) Mention two alkali metals and give the formulas for their hydroxides, sulphates, chlorides and carbonates. (b) What is formed when sodium hydroxide solution is saturated with hydrogen sulphide?
5 credits each.
10. (a) How does a mixture of potassium chlorate and manganese dioxide behave when heated? (b) Calculate: (a) the volume; (b) the weight of the gas produced at 27° C. and a pressure of 760 mm.
10 credits.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

DOMESTIC SCIENCE.

1. (a) Do you really think there is enough involved in sewing and cooking to constitute each a science?
(b) Name other of the domestic arts that might be included. 5 credits each.
2. Name the necessary utensils requisite to become expert in the sewing art. 10 credits.
3. Give general directions:—(a) for darning some garment; (b) for hemming any well known garment; (c) for working a button hole; (d) for cutting and fitting pants. 10 credits.
4. Give reasons why cooking should be studied as a science. 10 credits.
5. Name five food principles, and tell the use of each to the body. 10 credits.
6. (a) Give reasons for cooking food; (b) and give the scientific method of cooking:—*vegetables, tender lamb, tough beef, eggs, biscuit.* 5 credits each.
7. Name a model diet for a normal person for one day in winter and give the food value of each article. 10 credits.
8. Give reasons for a different dietary for summer and winter. 10 credits.
9. (a) Give the constituents of soap and tell what the "scum" is when used with hard water; (b) name other Domestic Arts that rank in importance with sewing and cooking. 5 credits each.
10. (a) State benefits that follow Girls' Canning Clubs; (b) Does it detract from the culture of woman to learn all the domestic arts? 5 credits each.

FOR SPECIAL CERTIFICATE.

Used September, 1914.

BENCH WORK AND MECHANICAL DRAWING.

1. (a) Outline a one-year course of study for a high school class in beginning woodwork.
(b) Explain briefly your method of presenting the work to the class. 5 credits each.
2. (a) Outline a one-year course of study for a high school class in mechanical drawing.
(b) Explain how you would present the work to the class and how you would correlate the drawing and shop-work. 5 credits each.
3. Show in detail how the work in mechanical drawing and wood-work may be correlated with other courses in the high school curriculum.
4. Providing the funds available are moderate,
(a) Describe the bench and the individual equipment of tools you would recommend for the shop-work, giving approximate cost per set.
(b) Enumerate the tools for general use that would be desirable.
(c) What power machines would you have installed and by whom and in what ways would you have them used? 3 1-3 credits each.
5. Describe in detail the method for planing up stock for four table legs 2 1-2x2 1-2x30 inches. 10 credits.
6. Make a careful dimensioned drawing showing the construction of the the joints of the top rails (5 1-2 inches wide) with the legs specified in the preceding question. 10 credits.
7. Explain in detail the method of laying out the joints represented in your drawing.

8. (a) To what extent would you use perspective sketching in connection with mechanical drawing?
 (b) Explain several methods to avoid having the work in mechanical drawing consist in copying drawings.
 (c) What directions or cautions would you give a class to enable them to avoid blots in inking drawings? 3 1-3 credits each.
9. Name the planes of projection used in mechanical drawing and explain why the views or projections are found in the position that they occupy. 10 credits.
10. (a) Explain what is meant by draw-bolt construction, illustrating by sketches, and tell where such a construction would be properly used.
 (b) Describe and illustrate four methods of fastening a table top to the rails.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

MUSIC.

1. Classify the work to be done in each: primary grades; grammar grades; high school. 10 credits.
2. Give your ideas of tone placing. 10 credits.
3. At what age should care be taken of the voice (a) of girls? (b) of boys? (c) How may the voice be protected while changing? 10 credits.
4. Define the following terms: allegro, adagio, crescendo ritenuto, sforzando. 10 credits.
5. Define (a) simple time, (b) compound time, (c) give time signatures for each. 10 credits.
6. Write the following on C and on F sharp;—perfect fifth; major sixth, minor third; augmented second; diminished seventh. 2 credits each.

7. (a) How is the major scale formed? (b) write the following major scales—B.—D flat; (c) How is the relative minor key to a major scale found?
10 credits.
8. Tell how the following scales are formed: (a) harmonic minor, (b) melodic minor. Write the following scales: (c)—G sharp harmonic. (d)—G sharp melodic minor, (e)—E flat harmonic, (f)—E flat melodic minor.
10 credits.
9. Why do you think music should be taught in the public schools?
10 credits.
10. Write the melody of any one of our National Songs.
10 credits.

FOR SPECIAL CERTIFICATE.

Used January, 1914.

MANUAL TRAINING.

1. Name the two systems which largely influenced the introduction and development in this country of Manual Training.
10 credits.
2. (a) Give the order in which you would take them up and teach the care and use of the following tools: chisel, plane, marking gauge, square, saw. (b) Give your reasons.
5 credits each.
3. What directions would you give to a class of beginners for sharpening a bevel-edged tool.
10 credits.
4. What tools would be required and what exercises in Manual Training could be profitably given in a rural school?
10 credits.
5. Give reasons why a student of Manual Training should have knowledge of Mechanical Drawing.
10 credits.
6. Give reasons why you would or would not saw out a line on a board.
10 credits.
7. Tell how you would begin teaching design that the pupil may design his work.
10 credits.

8. Make a mechanical drawing of some typical joint used in wood construction. 10 credits.
9. Name the subjects you would include in a manual training course for a Florida high school. 10 credits.
10. What has the agitation of industrial education really contributed to the advantage of manual training? 10 credits.

The following are the names of those who have been successful in obtaining State Certificates and their addresses as far as they are known to us:

STATE CERTIFICATE HOLDERS.

- | No. | |
|-----|---|
| 1. | W. F. Yocum, Tallahassee, Florida. |
| 2. | J. S. Tomlin, deceased. |
| 3. | Tom F. McBeath, Columbus, Miss. |
| 4. | W. S. Cawthon, Gainesville, Florida. |
| 5. | J. M. Gulliams, Valdosta, Georgia. |
| 6. | T. M. Rivers, —————, Florida. |
| 7. | I. I. Himes, West Palm Beach, Florida. |
| 8. | L. C. Ray, —————, Florida. |
| 9. | Julia Humphries, —————, Florida. |
| 10. | Almena Leitner, Kissimmee, Florida. |
| 11. | S. D. Cawthon, deceased. |
| 12. | Frederick Pasco, Miami, Florida. |
| 13. | Josiah Varn, Bartow, Florida. |
| 14. | Mrs. Benella Davenport Watson, Walla Walla, Washington. |
| 15. | Mrs. Bessie B. Compton, Leesburg, Florida. |
| 16. | Henry E. Bennett, Williamsburg, Va. |
| 17. | Joseph B. Lockey, Pensacola, Florida. |
| 18. | J. H. Fulks, Lake City, Florida. |
| 19. | Erle E. Clippinger, Terre Haute, Indiana. |
| 20. | J. L. Boone, Tallahassee, Florida. |

21. Miriam Pasteur, Ft. Myers, Florida.
22. C. P. Walker, deceased.
23. Mrs. H. J. Rogers, nee Rose, DeFuniak Springs, Fla.
24. Henry J. Rogers, DeFuniak Springs, Florida.
25. M. J. Okerlund, Tampa, Fla.
26. H. Brodie, —————.
27. Claudia S. Miller, deceased.
28. Halcia E. Bower, Hermitage, Florida.
29. Annie H. Porter, Titusville, Florida.
30. George A. Stephens, Quincy, Florida.
31. Posey Taylor, Lloyd, Florida.
32. Mrs. Pauline P. Arnold, Jacksonville, Florida.
33. Caroline M. Brevard, Tallahassee, Florida.
34. Della Moore, DeFuniak Springs, Florida.
35. Hattie H. Carpenter, Miami, Florida.
36. Willis W. Hall, Miami, Florida.
37. George W. Bonner, Hawthorn, Florida.
38. Homer E. Wakefield, Seabreeze, Florida.
39. C. A. Keith, St. Augustine, Florida.
40. T. B. Kirk, Tampa, Florida.
41. E. C. Angell, Lakeland, Florida.
42. P. G. Shaver, Wauchula, Florida.
43. Robert M. Ray, Tampa, Florida.
44. R. B. Rutherford, Jacksonville, Florida.
45. W. E. Knibloe, Tallahassee, Florida.
46. J. H. Selden, Sanford, Florida.
47. N. J. Perkins, Sanford, Florida.
48. W. N. Henderson, Palmetto, Florida.
49. J. G. Fertig, Milton, Florida.
50. Asa B. Clark, deceased.
51. George H. Boutelle, deceased.
52. William B. Crawford, Greenwood, Florida.
53. Don Register, Jacksonville, Florida.
54. J. H. Workman, Miami, Florida.
55. A. B. Jarrell, Kissimmee, Florida.
56. W. L. Ousterhoudt, Ft. Myers, Florida.
57. S. E. McIntosh, Hawthorn, Florida.

58. Mattie Van Fleet, Lake City, Florida.
59. Elizabeth Blanchard, Palm Beach, Florida.
60. W. N. Sheats, Tallahassee, Florida.
61. Edith Baird, Gainesville, Florida.
62. Fannie Turner, deceased.
63. R. M. Evans, Kissimmee, Florida.
64. M. P. Geiger, Key West, Florida.
65. W. H. Russell, Fernandina, Florida.
66. J. C. V. Worthy, deceased.
67. Christine O. Gillis, DeFuniak Springs, Florida.
68. L. S. Barber, Tallahassee, Florida.
69. E. T. Allen, DeLand, Florida.
70. H. A. Farrell, Fernandina, Florida.
71. J. A. Ormond, Marianna, Florida.
72. R. B. Huffaker, Bartow, Florida.
73. W. E. Bell, Ft. Pierce, Florida.
74. Thomas D. Seals, Fort White, Florida.
75. S. G. Hull, Apopka, Florida.
76. Edward Conradi, Tallahassee, Florida.
77. E. M. Hyde, St. Petersburg, Florida.
78. E. T. Wetter, deceased.
79. Sara B. Griffin, Anthony, Florida.
80. F. A. Hathaway, Jacksonville, Florida.
81. L. B. Edwards, Live Oak, Florida.
82. M. L. Neal, DeFuniak Springs, Florida.
83. J. G. Riley (colored), Tallahassee, Florida.
84. J. W. McClung, Tampa, Florida.
85. J. L. Wright, Daytona, Florida.
86. Eleanor Rawson, Jacksonville, Florida.
87. Mary B. Riherd, Dade City, Florida.
88. W. B. S. Crichlow, Palmetto, Florida.
89. George M. Lynch, Gainesville, Florida.
90. J. W. Simmons, Orlando, Florida.
91. P. W. Corr, Dade City, Florida.
92. C. G. Cantrell, Apalachicola, Florida.
93. Mrs. K. R. Fertig, St. Louis, Missouri.
94. W. B. Cate, Madison, Florida.

95. W. D. G. Wine, Waukeelah, Florida.
96. Mrs. F. N. Clayton, Apalachicola, Florida.
97. Theo. D. Culp, Eustis, Florida.
98. Alys May Corr, Dade City, Florida.
99. T. J. McBeath, Jasper, Florida.
100. Florida Dewar, Largo, Florida.
101. David M. Cook, Tallahassee, Florida.
102. B. B. Lane, Pensacola, Florida.
103. Elizabeth M. Venable, Jacksonville, Florida.
104. G. A. Stephens, Jacksonville, Florida.
105. Edwin E. Macy, Eau Gallie, Florida.
106. Guss Wilder, Lake City, Florida.
107. Annie Belle Stuart, Tampa, Florida.
108. Nora Weakley, Edwards, Florida.
109. Ethel M. Peter, Leesburg, Florida.
110. Marion Kerr, Archer, Florida.
111. R. L. Lovell, Macclenny, Florida.
112. Gracie Fogg, Graham, Florida.
113. Dorothy F. Green, Bartow, Florida.
114. W. Wesley Smith, Dunnellon, Florida.
115. W. A. Jones, Lawtey, Florida.
116. Elizabeth Bangs, DeLand, Florida.
117. W. B. Jones, Lake City, Florida.
118. Elsie V. Smith, Gainesville, Florida.
119. E. W. McMullen, Quincy, Florida.
120. E. W. Kennedy, Atlanta, Ga.
121. M. M. Bryant, Waldo, Florida.
122. Lillian Ralph, St. Augustine, Florida.
123. W. H. Cassels, Ocala, Florida.
124. Lillian McGahey, Miami, Florida.
125. E. L. Robinson, Tampa, Florida.
126. Inga E. Helseth, Oslo, Florida.
127. Glenn Terrell, Webster, Florida.
128. E. F. Fender, Cedar Key, Florida.
129. J. T. Williams, Leesburg, Florida.
130. F. S. Hartsfield, Tallahassee, Florida.
131. R. W. VanBrunt, Palatka, Florida.

132. A. A. Price, Callahan, Florida.
133. Maoma Hill, Dade City, Florida.
134. T. W. Yarborough, Sarasota, Florida.
135. Mary B. Waring, Madison, Florida.
136. Sue C. Bozeman, Leesburg, Florida.
137. D. D. Davis, Seabreeze, Florida.
138. Mrs. C. M. Baldwin, St. Petersburg, Florida.
139. Mattie Hancock, Lake City, Florida.
140. W. C. Finney, Bonifay, Florida.
141. S. A. Pinholster, Brooker, Florida.
142. R. F. Terrell, Hazelhurst, Georgia.
143. Sallie E. Shannon, Tampa, Florida.
144. Myrtie Warren, DeFuniak Springs, Florida.
145. Will C. Stokes, Bartow, Florida.
146. Mary H. Ingram, Daytona, Florida.
147. A. D. Kean, Starke, Florida.
148. Chas. M. Jones, Lakeland, Florida.
149. R. M. Dorsey, Ft. Meade, Florida.
150. Mattie Forester, Ft. Meade, Florida.
151. J. W. Asbury, Cocoanut Grove, Florida.
152. R. S. Blanton, Gainesville, Florida.
153. Alice H. Boyd, Woodville, Florida.
154. Gladys O'Neal, Dade City, Florida.
155. Barney Padget, High Springs, Florida.
156. Ellen Wallace, Gainesville, Florida.
157. Ola Howard, Madison, Florida.
158. Della Martin, Madison, Florida.
159. Ruth Sumner, Fort Myers, Florida.
160. S. D. Gillis, Bristol, Florida.
161. Carl S. Cox, Mulberry, Florida.
162. Carrie Dean, Gainesville, Florida.
163. Winnifred Lee, Gainesville, Florida.
164. R. M. Sealey, Fort Myers, Florida.
165. Thos. R. Corr, Dade City, Florida.
166. Wm. H. Stephens, Palmetto, Florida.
167. M. W. Green, Tarpon Springs, Florida.
168. J. J. Grimm, Gainesville, Florida.

169. Annie M. McDonald, DeFuniak Springs, Florida.
170. Cora Bell Crawford, Orlando, Florida.
171. Edwin McK. Highsmith, Kerr, North Carolina.
172. Albert L. Isaac, Umatilla, Florida.
173. Jessie P. Miller, Eden, Florida.
174. Cedora Futch, Dade City, Florida.
175. Francis McMullin, Largo, Florida.
176. Mabel Rogers, Daytona, Florida.

STATE LIFE CERTIFICATES.

The law provides that State Certificate holders, who have taught successfully in a high school or college for eighteen months under a State Certificate, may be awarded State Life Certificates on proper endorsement of three persons holding such certificates. Section 371, General Statutes.

The following are the addresses of persons who have obtained such certificates:

No.

1. Dr. W. F. Yocum, Tallahassee, Florida.
2. J. M. Gulliams, Valdosta, Georgia.
3. Tom F. McBeath, Columbus, Miss.
4. I. I. Himes, West Palm Beach, Florida.
5. W. S. Cawthon, Gainesville, Florida.
6. S. D. Cawthon, deceased.
7. Mrs. Benella Davenport Watson, Walla Walla, Washington.
8. L. C. Ray, ———, Florida.
9. Almene Leitner, Kissimmee, Florida.
10. Josiah Varn, Bartow, Florida.
11. Mrs. Bessie B. Compton, Leesburg, Florida.
12. J. H. Fulks, Lake City, Florida.
13. J. L. Boone, Tallahassee, Florida.
14. Miriam Pasteur, Ft. Myers, Florida.
15. Mrs. H. J. Rogers, nee Rose, DeFuniak Springs, Fla.
16. M. J. Okerlund, Tampa, Florida.

17. C. P. Walker, deceased.
18. H. E. Bennett, Williamsburg, Va.
19. H. J. Rogers, DeFuniak Springs, Florida.
20. Claudia Miller, deceased.
21. Pauline Pugh Arnold, Jacksonville, Florida.
22. Caroline Mays Brevard, Tallahassee, Florida.
23. Annie H. Porter, Jacksonville, Florida.
24. Posey Taylor, Lloyds, Florida.
25. Hattie Carpenter, Miami, Florida.
26. Christine Gillis, DeFuniak Springs, Florida.
27. W. H. Russell, Fernandina, Florida.
28. W. E. Knibloe, Tallahassee, Florida.
29. H. A. Ferrell, Apalachicola, Florida.
30. F. A. Hathaway, Jacksonville, Florida.
31. W. N. Sheats, Tallahassee, Florida.
32. Homer E. Wakefield, Seabreeze, Florida.
33. G. A. Stephens, Jacksonville, Florida.
34. R. B. Rutherford, Jacksonville, Florida.
35. W. E. Bell, Ft. Pierce, Florida.
36. J. G. Fertig, Lake Butler, Florida.
37. Mrs. J. G. Fertig, Lake Butler, Florida.
38. Asa B. Clark, deceased.
39. Mattie Van Fleet, Lake City, Florida.
40. R. M. Evans, Kissimmee, Florida.
41. J. H. Seldon, Bronson, Florida.
42. C. A. Keith, St. Augustine, Florida.
43. E. M. Hyde, Winter Park, Florida.
44. J. H. Workman, Miami, Florida.
45. W. L. Ousterhoudt, Fort Myers, Florida.
46. T. J. McBeath, Jasper, Florida.
47. R. B. Huffaker, Bartow, Florida.
48. J. L. Wright, Daytona, Florida.
49. R. M. Ray, Tampa, Florida.
50. M. P. Geiger, Key West, Florida.
51. W. B. Cate, Madison, Florida.
52. L. S. Barber, Tallahassee, Florida.
53. P. W. Corr, Dade City, Florida.

54. Alys May Corr, Dade City, Florida.
55. P. G. Shaver, Wauchula, Florida.
56. Geo. M. Lynch, Gainesville, Florida.
57. Edward Conradi, Tallahassee, Florida.
58. Sara D. Griffin, Jacksonville, Florida.
59. J. G. Riley (colored), Tallahassee, Florida.
60. Geo. H. Boutelle, deceased.
61. J. W. Simmons, Orlando, Florida.
62. N. J. Perkins, Sanford, Florida.
63. M. L. Neal, DeFuniak Springs, Florida.
64. Theo. D. Culp, Eustis, Florida.
65. Elizabeth Blanchard, West Palm Beach, Florida.
66. Mrs. Frances Clayton, Apalachicola, Florida.
67. Elizabeth Venable, Jacksonville, Florida.
68. W. B. S. Crichlow, Palmetto, Florida.
69. B. B. Lane, Pensacola, Florida.
70. E. W. McMullen, Quincy, Florida.
71. Sarah E. Bangs, DeLand, Florida.
72. Edwin E. Macy, Eau Gallie, Florida.
73. Mary Riherd, Lake Butler, Florida.
74. Marian L. Keer, Dade City, Florida.
75. Lilliam McGahey, Miami, Florida.
76. Guss Wilder, Arcadia, Florida.
77. Thos. B. Kirk, Tampa, Florida.
78. Nora Weakley, Gretna, Florida.
79. W. Wesley Smith, New Smyrna, Florida.
80. David M. Cook, Tampa, Florida.
81. Gracie Dell Fogg, Apopka, Florida.
82. Elsie V. Smith, Gainesville, Florida.
83. L. B. Edwards, Live Oak, Florida.
84. Glenn Terrell, Webster, Florida.
85. Ernest L. Robinson, Tampa, Florida.
86. M. M. Bryant, Waldo, Florida.
87. W. A. Jones, Lawtey, Florida.
88. W. H. Cassels, Gainesville, Florida.
89. W. B. Jones, Lake City, Florida.
90. A. A. Price, Callahan, Florida.

91. Naomia F. Hill, Dade City, Florida.
92. Ethel M. Peter, Eustis, Florida.
93. Erskine W. Kennedy, Atlanta, Ga.
94. T. W. Yarbrough, Sarasota, Florida.
95. D. D. Davis, Seabreeze, Florida.
96. Sue C. Bozeman, Leesburg, Florida.
97. Francis S. Hartsfield, Tallahassee, Florida.
98. Annie B. Stuart, Tampa, Florida.
99. Dorothy F. Green, Tampa, Florida.
100. Myrtie Warren, DeFuniak Springs, Florida.
101. Lillian B. Ralph, Gainesville, Fla.
102. Charlotte M. Baldwin, St. Petersburg, Florida.
103. Chas. M. Jones, Lakeland, Florida.
104. R. L. Lovell, Ft. Ogden, Florida.
105. John T. Williams, Chattanooga, Tenn.
106. R. W. VanBrunt, Palatka, Florida.
107. Mattie Hancock, Lake City, Florida.
108. E. F. Fender, Newberry, Florida.
109. Willis C. Finney, Floral City, Florida.

FIRST GRADE LIFE CERTIFICATES.

It is provided in the second paragraph of Section 373, General Statutes, that any person who has taught school in this State for six years under First Grade (County) Certificates, the average grade of each certificate (as construed by the Attorney-General) being not less than 90 per cent., and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded, without further examination, with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following are the addresses of those who have been awarded this certificate:

FIRST GRADE LIFE CERTIFICATE HOLDERS.

- No.
1. Olive Ray, Starke, Florida.
 2. George F. Scott, Arcadia, Florida.
 3. Mrs. L. A. Bennett, Crystal River, Florida.
 4. Cora Eskridge, Inverness, Florida.
 5. W. E. Knibloe, Tallahassee, Florida.
 6. B. M. Lipscombe, Jacksonville, Florida.
 7. M. T. Moore, Jacksonville, Florida.
 8. Harry E. Graham, Pensacola, Florida.
 9. Mrs. Frank Sampey, Tracy, Florida.
 10. Pauline Reese, Pensacola, Florida.
 11. Oliver B. Hall, Concord, Florida.
 12. Robert M. Ray, Tampa, Florida.
 13. Mamie Gramling, Tampa, Florida.
 14. C. F. Mallory, Knights, Florida.
 15. Mrs. Addine Gregory, Sanford, Florida.
 16. Mrs. F. N. Clayton, Apalachicola, Florida.
 17. S. B. Fletcher, Downing, Florida.
 18. John W. Wideman, DeLand, Florida.
 19. P. Wilson Green, Bellview, Florida.
 20. F. A. Hathaway, Jacksonville, Florida.
 21. Carrie M. Green, Palatka, Florida.
 22. Claudia S. Miller, deceased.
 23. John S. Garrason, Mobile, Ala.
 24. J. W. McClung, Tampa, Florida.
 25. W. H. Baughan, Holmes, Florida.
 26. William T. Kennedy, Umatilla, Florida.
 27. Maud Moore, Tavares, Florida.
 28. Mrs. Emma Bayley, Bartow, Florida.
 29. Thomas B. Kirk, Tampa, Florida.
 30. Norma Pepper, Punta Gorda, Florida.
 31. E. L. Richardson, deceased.
 32. W. A. H. Hobbs, Cocoanut Grove, Florida.
 33. J. C. Brown, Westville, Florida.
 34. Winifred E. Cobb, Tallahassee, Florida.
 35. Ada F. Merritt, Buena Vista, Florida.

36. Henry Rickards, Oaklawn, Florida.
37. W. C. Baugh, Riverview, Florida.
38. Mrs. Ella LaF. Hamilton, Quincy, Florida.
39. H. L. Swatts, Lakeland, Florida.
40. Mrs. Susan C. Stuart, Bradentown, Florida.
41. B. C. Graham, Tampa, Fla.
42. Mary S. Johnston, Tampa, Florida.
43. Evelyn M. Hamblen, St. Augustine, Florida.
44. Sr. M. Elizabeth, St. Augustine, Florida.
45. W. J. Maloy, Madison, Florida.
46. Clem Hampton, Hampton Springs, Florida.
47. Mary Scott, deceased.
48. J. H. Woolridge, Sneads, Florida.
49. Eleanor M. Rawson, Jacksonville, Florida.
50. Beulah M. Warner, Jacksonville, Florida.
51. Mrs. R. B. Rutherford, Jacksonville, Florida.
52. R. B. Rutherford, Jacksonville, Florida.
53. Frank Elzey, Jacksonville, Florida.
54. O. M. Given, Bartow, Florida.
55. W. T. Gary, Ocala, Florida.
56. P. G. Woodruff, Westville, Florida.
57. A. Hercules, Jacksonville, Florida.
58. E. I. Mathews, Panama City, Florida.
59. Arthur Williams, Tallahassee, Florida.
60. L. D. Hathaway, Brooksville, Illinois.
61. Percy Geiger, Chicago, Illinois.
62. J. E. Peper, Tavares, Florida.
63. May Tomlinson, Lakeland, Florida.
64. Mrs. Maude Barron, DeLand, Florida.
65. B. C. Nichols, Parrish, Florida.
66. Apenae Blow, Marianna, Florida.
67. Rowena Longmire, Tallahassee, Florida.
68. Mrs. Margaret G. Wilder, St. Petersburg, Florida.
69. Essie May Williams, Jacksonville, Florida.
70. Mattie P. Chapman, Plymouth, Florida.
71. Bertha Hodge, Live Oak, Florida.
72. Carlie A. Powers, Jacksonville, Florida.

73. Catherine Wicker, Tampa, Florida.
74. Mrs. Nita O'Neal Rhodes, Lamont, Florida.
75. Beman Milton, Marianna, Florida.
76. Sallie D. Wynns, Marianna, Florida.
77. Jessie Oakley, Deckard, Tennessee.
78. Sarah D. Griffin, Anthony, Florida.
79. W. D. G. Wine, Waukeenhah, Florida.
80. Mrs. R. M. Pollock, Jacksonville, Florida.
81. J. N. Overhultz, Keuka, Florida.
82. Nettie Hendricks, Fernandina, Florida.
83. Mrs. Myra Finley Himes, W. Palm Beach, Florida.
84. J. T. Mallicoat, Tampa, Florida.
85. Georgia Borger, Lake City, Florida.
86. J. R. Pomeroy, Stuart, Florida.
87. Norton Keathley, Brooksville, Florida.
88. J. H. Hargrett (colored), Tallahassee, Florida.
89. Jennie M. Payne, Fairfield, Florida.
90. Lillian B. Norton, Tampa, Florida.
91. Eunice DeLaney, Orlando, Florida.
92. Lula J. Bryan, Fernandina, Florida.
93. Lura Mead, Limona, Florida.
94. Ethel Suter, Pensacola, Florida.
95. Richard W. Erwin, Fellowship, Florida.
96. Sister Mary Immaculate, San Antonia, Florida.
97. Chas. K. Allen, Sopchoppy, Florida.
98. A. W. Jackson, White Springs, Florida.
99. Sister de Chantal, St. Augustine, Florida.
100. Minnie L. Bevis, Bascom, Florida.
101. Sallie R. Shuler, Bristol, Florida.
102. Virginia Wigfield, Live Oak, Florida.
103. L. M. Rehbinder, Geneva, Florida.
104. Grace P. Cobb, Tallahassee, Florida.
105. Ellen Harnell, Jacksonville, Florida.
106. Mrs. A. B. Murphy, Bradentown, Florida.
107. Mary H. Turnley, Ocala, Florida.
108. Rose Noble, Inverness, Florida.
109. May Mabbette, Daytona, Florida.

110. Lulu Cochran, Dade City, Florida.
111. Walter B. Jernigan, Milton, Florida.
112. William A. Cate, Madison, Florida.
113. Bernice Smith, Orlando, Florida.
114. Lucy Neusom, Orlando, Florida.
115. Lily Geiger, Green Cove Springs, Florida.
116. Mollie E. Ray, Orlando, Florida.
117. Rachel C. Gaines, Hirashoma, Japan.
118. Mrs. H. Bomford, Tampa, Florida.
119. J. Belle Witter, Tampa, Florida.
120. Sister M. Julia, St. Augustine, Florida.
121. Sarah E. McCreery, Ocala, Florida.
122. W. B. Hathaway, Gainesville, Florida.
123. Sister M. Genevieve, Armstrong, Florida.
124. Irene Brewer, Williston, Florida.
125. J. H. Owens, Lake City, Florida.
126. Pattie R. Lane, Brooksville, Florida.
127. Eva Bellinger, Waukeelah, Florida.
128. S. D. Gillis, Bristol, Florida.
129. Mrs. Edith Hunter, Mayo, Florida.
130. J. A. Jackson, Jasper, Florida.
131. Margaret E. Taylor, Ocala, Florida.
132. Helen Bryan, Jena, Florida.
133. Geo. S. Chaires (colored), St. Augustine, Florida.
134. R. A. Gray, Tallahassee, Florida.
135. Ruth Newell Upson, Jacksonville, Florida.
136. Nellie Hooper, South Jacksonville, Florida.
137. Mrs. Mary L. Tomlin, Plant City, Florida.
138. Mrs. H. V. Copeland, St. Augustine, Florida.
139. Nellie B. Frink, Jasper, Florida.
140. Mrs. M. L. Horton, Jasper, Florida.
141. Nita R. Lovelace, Gainesville, Florida.
142. Pearl Altman, Jasper, Florida.
143. Sister M. Fidelis, St. Augustine, Florida.
144. Sister M. Agnita, St. Augustine, Florida.
145. Minnie S. Thompson, Tampa, Florida.
146. W. C. Brown (colored), Macclenny, Florida.

147. Mrs. Ettie M. Matthews, Panama City, Florida.
148. Mary G. Campbell, DeFuniak Springs, Florida.
149. Elizabeth Weimer, Fernandina, Florida.
150. Mary McLaughlin, Palatka, Florida.
151. Estelle McKenzie, Palatka, Fla.
152. L. H. Thomas, Plant City, Florida.
153. Thos. O. Baldwin, Gardner, Florida.
154. T. E. Debose (colored), Palatka, Florida.
155. Mrs. Marvin H. Moore, Jacksonville, Florida.
156. Mattie Jordon, Tampa, Florida.
157. D. B. Shaver, Wauchula, Florida.
158. Emma M. Aphthorpe, Tallahassee, Florida.
159. R. L. Rogers, Carrabelle, Florida.
160. Jas. P. McCall, Altha, Florida.
161. R. G. Pittman, Blountstown, Florida.
162. Miss Ianthe Bond, Daytona, Florida.
163. Miss Emma Futch, Hampton, Florida.
164. Miss Ethel Moore, Tampa, Florida.
165. Mrs. Lucy Gaines Tilly, Ozona, Florida.
166. Ula May Smith, Orlando, Florida.
167. Lucy Simpson, Lake City, Florida.
168. Carrie Benie Boyd, Chipley, Florida.
169. Mamie Simms, Marianna, Florida.
170. Katherine F. Sproull, Jacksonville, Florida.
171. Edith Griffin, Sneads, Florida.
172. C. E. Murray, Bartow, Florida.
173. Maggie Ray, Pensacola, Florida.
174. Mabel J. Seacole, Eustis, Florida.
175. C. E. Kensinger, Winter Haven, Florida.
176. Lottie E. Teeter, Hawthorn, Florida.
177. Kate M. Tompkins, Gainesville, Florida.
178. Ida J. Franklin, Gainesville, Florida.
179. Georgia Johnson, Hawthorn, Florida.
180. Maud Suter, Pensacola, Florida.
181. Emma Wilder Powell, East Point, Florida.
182. Leone Rood, St. Augustine, Florida.
183. Helen M. Miller, St. Petersburg, Florida.

184. Carolyn O'Neal, Dade City, Florida.
185. Alice M. Tetherly, Orlando, Florida.
186. Alberta S. Hemming, Jacksonville, Florida.
187. Mrs. Lola M. Culver, Jacksonville, Florida.
188. Albina Smith, Kissimmee, Florida.
189. Maud Sparkman, Palmetto, Florida.
190. Rosa Pardee, Micanopy, Florida.

LIFE EXTENSION OF FIRST GRADE CERTIFICATES.

The first paragraph of Section 373, General Statutes, provides that the holder of an unexpired First Grade (County) Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued (in this State) since January 1, A. D. 1894, and being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further examination as the County Superintendent may deem necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following are the addresses of teachers having obtained this Life Extension of their First Grade Certificates:

No.

1. James M. Tate, Roberts, Florida.
2. Nellie T. Myrick, Jacksonville, Florida.
3. Annis B. King, Jacksonville, Florida.
4. Lovie Turner, Key West, Florida.
5. Mrs. Anna P. McElvaine (Colored), Gainesville, Florida.
6. L. F. Johnson (colored), Orlando, Florida.
7. Mrs. W. G. Johnson, Orlando, Florida.
8. Geo. W. Houston (colored), Live Oak, Florida.
9. Mrs. Ella W. Richardson, Jacksonville, Florida.

10. M. E. McIver, Jacksonville, Florida.
11. Mary M. McLaurin, Jacksonville, Florida.
12. J. G. Riley (colored), Tallahassee, Florida.
13. Mrs. A. D. Tatum, Monticello, Florida.
14. E. Emma Dart, Apopka, Florida.
15. Mary E. Dart, Apopka, Florida.
16. H. W. Demilly, Valdosta, Georgia.
17. O. J. Moore, Mulberry, Florida.
18. Mrs. M. A. Crane, Tampa, Florida.
19. H. Richardson (colored), Lake City, Florida.
20. W. H. Peck (colored), Fernandina, Florida.
21. Roberta J. Wiggins (colored), Jacksonville, Florida.
22. Henry P. Belknap, Gotha, Florida.
23. Cupid A. Whitfield (colored), Mount Pleasant, Florida.
24. Hortense Broward, Jacksonville, Florida.
25. B. F. Hartwell (colored), Green Cove Springs, Florida.
26. Mrs. M. D. Holmes (colored), Palatka, Florida.
27. Annie H. Verelst, Plummerville, Florida.
28. Mrs. F. M. Grier, Tampa, Florida.
29. F. H. Toennies, Tampa, Florida.
30. J. R. Pumphrey, Lynn Haven, Florida.
31. Mrs. G. C. Loennecker, Jr., Homosassa, Florida.
32. Mrs. S. N. Sampey, Pensacola, Florida.
33. O. F. Long (colored), Greenwood, Florida.
34. M. W. Ross (colored), Green Cove Springs, Florida.
35. B. J. Baker (colored), Live Oak, Florida.
36. Mrs. W. F. C. Dukes (colored), Lake City, Florida.
37. Edna B. Willicombe, DeLeon Springs, Florida.
38. Laura B. Howren, Tallahassee, Florida.
39. Mary C. Bryan, Kissimmee, Florida.
40. Hattie Hendrix, Plant City, Florida.
41. S. F. Hadley (colored), DeLand, Florida.

42. Emma E. Booker (colored), White Springs, Florida.
43. L. D. Cary, West Palm Beach, Florida.
44. Margaret C. Farlie, Jacksonville, Florida.
45. R. P. Jones (colored), Plant City, Florida.
46. J. W. Mickens (colored), West Palm Beach, Florida.
47. W. H. Hoffman (colored), Sneads, Florida.
48. C. A. Meacham (colored), Tampa, Florida.
49. Bessie Lee Williams, Jacksonville, Florida.
50. Carrie B. Eccles, DeLand, Florida.
51. Carrie D. Shumate, Bartow, Florida.
52. Katharine Wentworth, Pensacola, Florida.
53. Wm. A. Rochelle (colored), Lakeland, Florida.
54. Nora Creekmore, Live Oak, Florida.

AGED TEACHERS' CERTIFICATES.

It was provided in Chapter 4995, Session Laws of 1901, that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach only in Primary and Intermediate grades in any school where the majority of the patrons might select such teacher.

The Legislature of 1903, in the first section of Chapter 3204, repealed the provisions for this certificate, but the certificates already issued were not invalidated.

The following are the addresses of those to whom this certificate was issued:

No.

1. Mary E. Bailey, Gainesville, Florida.
2. C. C. Singleton (colored), Blountstown, Florida.

3. H. Richardson (colored), Lake City Florida.
4. Mrs. Ella W. Richardson, Jacksonville, Florida.
5. Mrs. Tallulah B. Wilson, Jacksonville, Florida.
6. Annis B. King, Jacksonville, Florida.
7. Agnes M. Edwards (colored), Jacksonville, Fla.
8. Geo. W. Houston (colored), Jacksonville, Fla.
9. I. E. Allen, Brent, Florida.
10. John A. Gibson (colored), Pensacola, Florida.
11. A. M. DeVaughn (colored), Pensacola, Florida.
12. Henrietta E. McIver, Tampa, Florida.
13. D. C. Curry (colored), Quincy, Florida.
14. T. J. McDade, Bonifay, Florida.
15. Clem Hampton, Gainesville, Florida.
16. T. J. Key, Westville, Florida.
17. C. C. Gunn, Marianna, Florida.
18. Mrs. M. J. Bevis, Bascom, Florida.
19. J. A. Jackson (colored), Marianna, Florida.
20. D. G. Gilbert (colored), Cottondale, Florida.
21. C. L. Pinkard (colored), Cottondale, Florida.
22. Mrs. V. P. Williams, Leesburg, Florida.
23. J. H. Wester (colored), Tallahassee, Florida.
24. G. W. McGriff (colored), Bradfordville, Florida.
25. Mrs. R. A. McGriff (colored).
26. Mrs. H. T. Robinson (colored), Tallahassee, Fla.
27. J. Wesley Davis (colored), Tallahassee, Florida.
28. J. G. Riley (colored), Tallahassee, Florida.
29. H. E. Partridge, Monticello, Florida.
30. Kate P. Bellinger, Waukeenah, Florida.
31. Lovie Turner, deceased.
32. Mrs. Charlotte Gould, Key West, Florida.
33. Mary Dunn, Key West, Florida.
34. Mildred Shavers (colored), Key West, Florida.
35. Julia English (colored), Key West, Florida.
36. Laura Grillon, Key West, Florida.
37. Ella Hayman, Key West, Florida.
38. Carrie Messina, Key West, Florida.
39. Sarah Ann McInnis, Key West, Florida.

40. F. E. Cooper, Dade City, Florida.
41. W. H. Blackburn, Bowling Green, Florida.
42. W. L. McInnis, O'Brien, Florida.
43. L. L. Charles, Caryville, Florida.

PRIMARY CERTIFICATES.

Section 8, of Chapter 5204, Session Laws of 1895, authorized the State Superintendent to hold examinations and to issue certificates to applicants furnishing satisfactory proof of peculiar fitness for primary teaching and making a grade of 80 per cent. in examination on primary methods and studies. Primary Certificates are good for four years, are limited to teaching in the first, second and third grades of primary departments of regularly graded schools and public kindergartens, and may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully four years under such certificate. (See last clause of Section 373, General Statutes.)

The following are the addresses of those to whom this grade of certificate has been issued :

No.

1. Sophia Merry, Micanopy, Florida.
2. Elizabeth McLeary, Jacksonville, Florida.
3. Mrs. Effie R. Sensabaugh, Bartow, Florida.
4. Mrs. Anna Hooker, Bartow, Florida.
5. Carlie Powers, Jacksonville, Florida.
6. Maud Schwalmeyer, Tallahassee, Florida.
7. Moselle Cook, Jacksonville, Florida.
8. Mrs. L. M. Fleming, Jacksonville, Florida.
9. Lula W. McKinlay, Jacksonville, Florida.
10. Nellie C. Stevens, Ocala, Florida.
11. Mrs. R. W. Erwin, Lakeland, Florida.
12. Adaline Austin, DeLand, Florida.
13. Ella M. Mendenhall, Eustis, Florida.
14. Mrs. Stella M. Fabyan, Leesburg, Florida.

15. Corrie McClinton, deceased.
16. Ruth A. Candlish, Jacksonville, Florida.
17. Mrs. Adelaide J. Garrett, Palatka, Florida.
18. Margaret C. Fairlie, Jacksonville, Florida.
19. Grace A. Pinnell, Bronson, Florida.
20. Margaret W. Cotton, Tallahassee, Florida.
21. Jessie Cail, Island Grove, Florida.
22. Eunice McCullough, Miami, Florida.
23. Stella B. Mims, Bonaventure, Florida.
24. Florence C. Balis, Gainesville, Florida.
25. Katherine LaFontisee, Gainesville, Florida.
26. Louise LaFontisee, Gainesville, Florida.
27. Mabel Sanchez, Gainesville, Florida.
28. Fannie Mizelle, Melrose, Florida.
29. Nita R. Lovelace, Starke, Florida.
30. Rowena Longmire, Tallahassee, Florida.
31. Jessie Morrell, St. Petersburg, Florida.
32. Caroline W. Hentz, Marianna, Florida.
33. Mary McKinnon, DeFuniak Springs, Florida.
34. Katherine U. Falana, Middleburg, Florida.
35. E. Eddie Rawls, Greenwood, Florida.
36. Callie Robinson, Palmetto, Florida.
37. Adele Williamson, Laurel Hill, Florida.
38. Sarah McLeod, DeFuniak Springs, Florida.
39. Sue F. May, Ashville, Florida.
40. Eddie Love Moress, Ebb, Florida.
41. Amy Lee Harris, Monticello, Florida.
42. Mrs. B. H. Hopkins, Jacksonville, Florida.
43. Lena Gould, Jacksonville, Florida.
44. Phronia Jackson, Rockbluff, Florida.
45. Cora C. Griffin, Lakeland, Florida.
46. Daisy Brooke, Dade City, Florida.
47. Claudia Ambrose, Waldo, Florida.
48. Mrs. C. A. Smyth, Dade City, Florida.
49. Lizzie Britt, Port Tampa, Florida.
50. Mrs. M. H. Smith, Live Oak, Florida.
51. Ida Dickey,, Lake City, Florida.

52. Julia Kennedy, Gainesville, Florida.
53. Eddie Geiger, Green Cove Springs, Florida.
54. Bar D. Garrett, Inverness, Florida.
55. Connie Buttrick, Asheville, North Carolina.
56. Elsie Dickenson, Tampa, Florida.
57. Mrs. Neta Flagle, Tampa, Florida.
58. Lizzie Lenfesty, Tampa, Florida.
59. Jennie Stowell, Tampa, Florida.
60. Faith H. Stowell, Tampa, Florida.
61. M. E. Crilley, Tampa, Florida.
62. Mrs. Emily Keagy, St. Petersburg, Florida.
63. Louise G. Morton, Tampa, Florida.
64. Fannie Cumming, Tampa, Florida.
65. Mrs. Ella LaF. Hamilton, Quincey, Florida.
66. Grace T. Goold, West Palm Beach, Florida.
67. Mrs. Ada M. Ground, Jacksonville, Florida.
68. Frances C. Barnard, West Palm Beach, Florida.
69. Lillian McCullough, Holder, Florida.
70. Alice Wilson, Bradentown, Florida.
71. Mrs. Annie Barber, Tallahassee, Florida.
72. Ellie G. Wentworth, Pensacola, Florida.
73. Mrs. J. A. Lovelace, Tampa, Florida.
74. Mrs. M. A. Macy, Malabar, Florida.
75. Mrs. M. J. Knight, Jacksonville, Florida.
76. Lottie G. Eccles, DeLand, Florida.
77. Mrs. E. G. Burney, Plant City, Florida.
78. Mrs. M. D. Reece, Oxford, Florida.
79. Alice Leitner, Bartow, Florida.
80. Martha Somerville, Jacksonville, Florida.
81. Elizabeth Moore, Belleair, Florida.
82. Mary Hardee, Tampa, Florida.
83. Mrs. A. C. Porterfield, Tampa, Florida.
84. Ethel C. Bachman, St. Petersburg, Florida.
85. Alice Tedder, Bradentown, Florida.
86. Vallie Grace, Evinston, Florida.
87. Clara Joyner, Eustis, Florida.
88. Mrs. Lillie Bates Cole, Lake City, Florida.

89. Olive Andrews, Pensacola, Florida.
90. Gracia Saunders, S. Jacksonville, Florida.
91. Rebecca F. Bearden, Monticello, Florida.
92. Nellie Kellam, Palatka, Florida.
93. Bessie Spain, Palatka, Florida.
94. Mrs. C. M. Baldwin, Melrose, Florida.
95. Eva L. Poole, Waldo, Florida.
96. Lucile Haecker, Daytona, Florida.
97. Ada B. Coughlin, St. Augustine, Florida.
98. Maude Norwood, Bushnell, Florida.
99. Nellie McQuarrie, DeFuniak Springs, Florida.
100. Elma Geiger, Cocoa, Florida.
101. Dollie Semmes, San Antonio, Florida.
102. Margaret E. Taylor, Ocala, Florida.
103. Florence Anderson, Jasper, Florida.
104. Ruby Parnelle, Lake City, Florida.
105. Mrs. M. J. Harter, Sparr, Florida.
106. Thetis Donalson, Luther, Florida.
107. Mrs. Essie Godfrey Diamond, Milton, Florida.
108. America Pillans, Electra, Florida.
109. Viola Erhart, DeLand, Florida.
110. Nellie Thomas, Aucilla, Florida.
111. Marie McConnell, Tallahassee, Florida.
112. Nellie E. Cook, Jacksonville, Florida.
113. Maude Kennedy, Tampa, Florida.
114. Mrs. W. J. Odom, Fort Myers, Florida.
115. Elizabeth H. Welch, Apopka, Florida.
116. Mary E. Bailey, Gainesville, Florida.
117. Annie E. McMillan, Tallahassee, Florida.
118. Emma Child, Tallahassee, Florida.
119. Jennie Williams, Quincy, Florida.
120. Venetia M. Poppell, Kathleen, Florida.
121. Elsie Teeter, Hawthorn, Florida.
122. Mary Berkstresser, Hawthorn, Florida.
123. Saloma Sims, Anthony, Florida.
124. Emma Yowell, Kissimmee, Florida.
125. Jimmie Green, Branford, Florida.

126. Minnie L. Bevis, Bascom, Florida.
127. Mrs. Beatrice Grambling, DeFuniak Springs, Florida.
128. Edith Moulton, Winter Haven, Florida.
129. Lena McCreary, Lakeland, Florida.
130. Lorena Grier, West Palm Beach, Florida.
131. Annie Hemming, Welborn, Florida.
132. Grace Berry, Jasper, Florida.
133. Zella Overstreet, DeFuniak Springs, Florida.
134. Mrs. Emma M. Williamson, Arcadia, Florida.
135. Mrs. E. S. Hudson, Miami, Florida.
136. Mrs. Jasper Evers, Plant City, Florida.
137. Mrs. F. D. Posey, Tampa, Florida.
- *138. Adele Williamson, Laurel Hill, Florida.
- *138. Willibel McDonald, DeFuniak Springs, Florida.
139. Wilhelmina Hooks, Lakeland, Florida.
140. Alice Godfrey, Milton, Florida.
141. Kate Colyer, Jacksonville, Florida.
142. Christian McKinnon, DeFuniak Springs, Florida.
143. Alice Yniestra, Pensacola, Florida.
144. Sparta Blow, Graceville, Florida.
145. Adelia Pender, Greenwood, Florida.
146. Mrs. A. B. Carrier, West Palm Beach, Florida.
147. Madula Woolf, Alachua, Florida.
148. Essie Sale, Lovett, Florida.
149. Annie Lucas, Inverness, Florida.
150. Verda Thompson, Lakeland, Florida.
151. Mae Burkett, Dade City, Florida.
152. Gertrude Boothby, Cedar Key, Florida.
153. Flossie Wiley, Clearwater, Florida.
154. Georgia Slater, Pinetta, Florida.
155. Mrs. G. E. Muriel, Jacksonville, Florida.
156. Ethel A. Wicker, Tampa, Florida.
157. Mary E. Moore, Madison, Florida.
158. Whittie Dickinson, Madison, Florida.
159. Katharine Loftin, Pensacola, Florida.
160. Mary C. Bryan, Kissimmee, Florida.

161. Eugenia Hendry, Shady Grove, Florida.
162. Flora Morgan, Shady Grove, Florida.
163. Charlotte E. Bradley, DeLand, Florida.
164. Mrs. C. E. Epperson Harris, So. Jacksonville, Fla.
165. Inez Cochrane, Dade City, Florida.
166. Maggie Miles, Ft. Meade, Florida.
167. Eleanor A. Murdock, Tampa, Florida.
168. Clara Worth, Tampa, Florida.
169. Eva M. Baker, Floral City, Florida.
170. Mrs. F. A. Howze, Palmetto, Florida.
171. Mae Smith, Tampa, Florida.
172. Minnie Russell, DeLand, Florida.
173. Adele T. Burroughs, Jacksonville, Florida.
174. F. A. Campbell, Jacksonville, Florida.
175. Janie Crilly, Tampa, Florida.
176. Katherine Ludwig, Jacksonville, Florida.
177. Mrs. A. B. Gerner, Tampa, Florida.
178. Ethel Bouchelle, DeLand, Florida.
179. Nannie Chaires, Tallahassee, Florida.
180. Rebecca L. Clapp, Tampa, Florida.
181. Katherine Ely, Jacksonville, Florida.
182. Lottie Green, Branford, Florida.
183. Sue Hemming, Melbourn, Florida.
184. Mabel Carroll, Dade City, Florida.
185. Madge Wallace, Jacksonville, Florida.
186. Genevieve Pierce, Apalachicola, Florida.
187. Sadie Wise, Lake City, Florida.
188. Emma O. Helseth, Oslo, Florida.
189. Sarah F. Johnson, Perry, Florida.
190. Pearl Patch, Orlando, Florida.
191. Daisy Poole, DeLand, Florida.
192. Edna Hudnall, Jacksonville, Florida.
193. Lillian Page, DeLand, Florida.
194. Edna Ottke, St. Petersburg, Florida.
195. Lula Cochrane, Dade City, Florida.
196. Mrs. H. A. Laycock, Fort Myers, Florida.
197. Corinne Finley, Tallahassee, Florida.

198. Rosa Yawn, Tallahassee, Florida.
199. Mattie Williams, Malone, Florida.
200. Mrs. Wallace Moore, Tampa, Florida.
201. Winnifred Streater, Lakeland, Florida.
202. Robin Graham, Tampa, Florida.
203. Annie A. Kellogg, LaBelle, Florida.
204. Edyth L. Bainter, Daytona, Florida.
205. Almeada Arrowsmith, Jacksonville, Florida.
206. Laura E. Taylor, Jacksonville, Florida.
207. Wilhelmina Lee, Dade City, Florida.
208. Floy Hendry, Ft. Green, Florida.
209. Georgia Peters, Youmans, Florida.
210. Mamie Strickland, Tampa, Florida.
211. Pearl Futch, Alachua, Florida.
212. Anna M. Orr, Stuart, Florida.
213. Nannie Grant Ward, Dade City, Florida.
214. Mattie Dixon, Panama City, Florida.
215. Myrtle Allen, Green Castle, Indiana.
216. Daisy Caldwell, Scottsboro, Alabama.
217. Floy McCrary, Graceville, Florida.
218. Natalee Sterling, St. Petersburg, Florida.
219. Ruth T. Pollard, Niagara Falls, New York.
220. Birdie Kilgore, ———.
221. Mary Alice Bell, ———.
222. Alvira H. Farr, Lynn Haven, Florida.
223. Nellie Palmer, Tampa, Florida.
224. Pauline Sudduth, Lakeland, Florida.
225. Evelyn Thornton, Pensacola, Florida.
226. Susie Patterson, Tallahassee, Florida.
227. Elizabeth R. Brachhold, Daytona Beach, Florida.
228. Margaret Brachhold, Daytona Beach, Florida.
229. Sophie Reinoehl, Jacksonville, Florida.
230. (Spoiled and not issued.)
231. Lula Griffin, Sneads, Florida.
232. Peacha Leffler, Sanford, Florida.
233. Lillian Benson, Nashville, Tennessee.
234. Mrs. Sabra Howard Collins, Pensacola, Florida.

- 235. Lillie S. Farnsworth, Dayton, Tennessee.
- 236. Mabel C. Merritt, Muscogee, Florida.
- 237. A. Loretta Law, DeLand, Florida.
- 238. Florence E. Buie, Lake City, Florida.
- 239. Hildur C. Anderson, Miami, Florida.
- 240. Kate Colyer, Butler, Missouri.
- 241. Mrs. Stella P. Arrington, Monticello, Florida.
- 242. Dempsie Ora Brewster, Bartow, Florida.
- 243. Lillian Savina Davis, Tampa, Florida.
- 244. Fleda Doris Doolittle, Carbondale, Ohio.
- 245. Florence R. Higgins, Warrington, Florida.
- 246. Mary Etta McRae, Lakeland, Florida.
- 247. Margaret Owsley, Pensacola, Florida.
- 248. Merle H. Perry, Tampa, Florida.
- 249. Nance Mae Richter, Miami, Florida.
- 250. Mattie McLarty, Baker, Florida.
- 251. Emma A. Hilton, Melrose, Florida.
- 252. Edith C. Stewart, Sanford, Florida.
- 253. Frances H. Partridge, Kingston, Florida.
- 254. Mary Hanna, Wauchula, Florida.
- 255. Miss Bertha Turner, Hopkinville, Kentucky.
- 256. Winona Jones, Jacksonville, Florida.
- 257. Mrs. Arabelle (Mrs. W. T.) Evans, Bellview, Florida.
- 258. Mabel Turner, Auburndale, Florida.

*Two Nos. 138. To Miss Williamson, June 29, 1910, and to Miss McDonald, July 20, 1910.

PRIMARY LIFE CERTIFICATES.

Primary Certificates issued under Section 373, General Statutes, may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully for four years under such certificate. The following are the addresses of those to whom this certificate has been issued:

No.

- 1. Sophia Merry, Micanopy, Florida.

2. Mrs. Annie Hooker, Bartow, Florida.
3. Nellie C. Stevens, Ocala, Florida.
4. Maud Schwalmeyer, Tallahassee, Florida.
5. Moselle Cooke, Jacksonville, Florida.
6. Mrs. A. Austin Pugh, Miami, Florida.
7. Margaret C. Fairlie, Jacksonville, Florida.
8. Mrs. R. W. Erwin, Tampa, Florida.
9. Mrs. Stella M. Peter Fabyan, Leesburg, Florida.
10. Ella M. Mendenhall, Eustis, Florida.
11. Adelaide Garrett Merriday, Palatka, Florida.
12. Ruth A. Candlish, Jacksonville, Florida.
13. Corrie McClinton, deceased.
14. Mrs. L. M. Fleming, Jacksonville, Florida.
15. Lula W. McKinlay, Jacksonville, Florida.
16. Stella B. Mims, Bonaventure, Florida.
17. Mabel Sanchez, Gainesville, Florida.
18. Florence C. Balis, Gainesville, Florida.
19. Mrs. F. Mizelle Hunter, Jasper, Florida.
20. Mrs. K. LaFontisee Barron, DeLand, Florida.
21. Caroline W. Hentz, Marianna, Florida.
22. Louise LaFontisee, Quincy, Florida.
23. Ida Dickey, Auburndale, Florida.
24. Mrs. B. H. Hopkins, Jacksonville, Florida.
25. Sue F. May, Aucilla, Florida.
26. Daisy Brook, Dade City, Florida.
27. Mrs. Emily Keagy, St. Petersburg, Florida.
28. Lena Gould, Jacksonville, Florida.
29. Mrs. A. M. Ground, Jacksonville, Florida.
30. Eddie Love Morress, Perry, Florida.
31. Amy Lee Harris, West Palm Beach, Florida.
32. Jessie Morrell, St. Petersburg, Florida.
33. Phronia Jackson, Rockbluff, Florida.
34. Claudia Ambrose, Waldo, Florida.
35. Julia Kennedy, Gainesville, Florida.
36. Mary McKinnon, DeFuniak Springs, Florida.
37. Mrs. A. C. Smyth, Tampa, Florida.
38. Mary McDonald, DeFuniak Springs, Florida.

39. Mrs. N. H. Fleagle, Tampa, Florida.
40. Fannie Cumming, Tampa, Florida.
41. Jennie Stowell, Tampa, Florida.
42. Faith H. Stowell, Tampa, Florida.
43. Lizzie Lenfesty, Tamya, Florida.
44. M. E. Crilly, Tampa, Florida.
45. Mrs. M. D. Reece, Oxford, Florida.
46. Mrs. M. A. Macy, Eau Gallie, Florida.
47. Lizzie Britt, Port Tampa City, Florida.
48. Ellie G. Wentworth, Pensacola, Florida.
49. Mrs. E. G. Burney, Plant City, Florida.
50. Cora C. Griffin, Lakeland, Florida.
51. Alice Wilson, Bradentown, Florida.
52. Lottie G. Eccles, DeLand, Florida.
53. Mrs. J. A. Lovelace, Tampa, Florida.
54. Mrs. A. C. Porterfield, Tampa, Florida.
55. Martha L. Somerville, Jacksonville, Florida.
56. Mary Hardee, Tampa, Florida.
57. Rebecca Bearden, Monticello, Florida.
58. Mrs. Hafford Jones, Tampa, Florida.
59. Mrs. R. H. Weaver, Mayo, Florida.
60. Eva L. Poole, DeLand, Florida.
61. Nita R. Lovelace, Gainesville, Florida.
62. Ethel C. Bachman, St. Petersburg, Florida.
63. Clara L. Joyner, Eustis, Florida.
64. Maude J. Harter, Tampa, Florida.
65. Margaret E. Taylor, Ocala, Florida.
66. Nellie Thomas, Aucilla, Florida.
67. Mrs. Jas. Fussell, Arch Creek, Florida.
68. Ada Coughlin, St. Augustine, Florida.
69. Nellie E. Cook, Jacksonville, Florida.
70. Mary Bailey, Gainesville, Florida.
71. Lorena Grier, West Palm Beach, Florida.
72. Annie E. McMullin, Pensacola, Florida.
73. Mrs. W. J. Odom, Ft. Myers, Florida.
74. Mary Berkstresser, Hawthorn, Florida.
75. Lena McCrary, Lakeland, Florida.

76. Mrs. Effie Sensabaugh, Bartow, Florida.
77. Adele Williamson, Pensacola, Florida.
78. Emma Child, Tallahassee, Florida.
79. Florence Anderson, Lakeland, Florida.
80. Jimmie Green, Gainesville, Florida.
81. Bessie Spain, Palatka, Florida.
82. Mrs. Edith K. Moulton, Winter Haven, Florida.
83. Beatrice Gramling, Miami, Florida.
84. Minnie L. Bevis, Bascom, Florida.
85. Olive Andrews, Pensacola, Florida.
86. Gracia M. Saunders, South Jacksonville, Florida.
87. Mrs. C. S. Hudson, Miami, Florida.
88. Madula Woolf, Gainesville, Florida.
89. Mrs. Florine Davis Posey, Tampa, Florida.
90. Flossie Wiley, West Palm Beach, Florida.
91. Allie Yniestra, Pensacola, Florida.
92. Mrs. Estelle L. Muriel, Jacksonville, Florida.
93. Mrs. E. M. Williamson, Green Cove Springs, Florida.
94. Christian McKinnon, DeFuniak Springs, Florida.
95. Georgia Slater, Pinetta, Florida.
96. Annie M. Lucas, Inverness, Florida.
97. Wilibel McDonald, DeFuniak Springs, Florida.
98. Wilhelmina Hooks, Lakeland, Florida.
99. Mrs. Alice Bingham Carrier, West Palm Beach, Florida.
100. Mrs. W. S. Anderson (nee Sparta Blow), Graceville, Florida.
101. Mrs. Gertrude L. Brown, Gainesville, Florida.

SPECIAL CERTIFICATES.

It was provided in Section 369, General Statutes, that a Special Certificate may be issued by the State Superintendent to any eligible applicant who shall furnish satisfactory testimonials as to peculiar fitness for teaching any one or more branches not included in the require-

ments for second grade certificates, and shall make a grade of not less than 90 per cent. on such branch or branches in such examination as shall be prescribed by the State Superintendent with such assistants as he may select. A Special Certificate shall be valid for five years from the date of issue, and only for teaching the special branch or branches for which it shall have been issued. Applicants for Special Certificates are required to pass the identical examinations required of applicants for State Certificates when the subjects are the same.

The following is a list of holders of Special Certificates whose certificates were still valid January 1, 1915:

No.

44. Frances G. Heverlo (Domestic Science), St. Petersburg, Florida.
45. A. H. Thompson (Chemistry, Physics, Biology), West Palm Beach, Florida.
46. Hermann Staab (Spanish, German, French), St. Petersburg, Florida.
47. Elizabeth Allen (Manual Training), St. Petersburg, Florida.
48. Mrs. Florine Davis Posey (Drawing), Montgomery, Alabama.
49. F. W. Buchholz (German, Latin, Geometry, Trigonometry), Gainesville, Florida.
50. William Tyler (Book-keeping, Stenography), Pensacola, Florida.
51. Emma D. Chandler (Drawing), Pensacola, Florida.
52. Mrs. Lula B. Bradford (Literature, Rhetoric), Tampa, Florida.
53. Edith Hearst (Latin, Literature, General History), St. Petersburg, Fla.
54. Clara Wilkinson (Latin, French), Daytona, Florida.
55. Thos. G. Stokes (Rhetoric, Botany, Trigonometry, Literature, Psychology, General History), deceased.

56. C. B. Beck (Latin, German, Physical Geography, Literature), Plant City, Florida.
57. Lucile Gregory (Rhetoric, Literature, General History, Physical Geography), Quincy, Florida.
58. Mary M. Blitch (Latin, Rhetoric), Pensacola, Fla.
59. Mamie R. Ray (Zoology, Chemistry), Plant City, Florida.
60. Mrs. C. S. June (Psychology, Kindergarten Methods), West Palm Beach, Florida.
61. Sarah P. Cameron (Psychology, Kindergarten Methods), West Palm Beach, Fla.
62. Elizabeth Pearse (Drawing, Music), West Palm Beach, Fla.
63. Madeline McCall (Drawing), Miami, Fla.
64. Leon G. Stevens (Latin, General History), Miami, Fla.
65. Ruth Hayden (Domestic Science, Drawing), Tampa, Florida.
66. J. E. Witherspoon (Geometry, Trigonometry, Latin, Physics, Algebra), Bartow, Fla.
67. Mary Reynolds (French, Literature), Ocala, Fla.
68. Emma Moore Williams (Bookkeeping, Rhetoric, Literature, Stenography), St. Petersburg, Fla.
69. W. A. Lester (Rhetoric, Literature, Geometry, Trigonometry, General History), Tallahassee, Fla.
70. Willa M. Dush (Shorthand, Bookkeeping), Miami, Fla.
71. H. D. Fetzen (Algebra, Physical Geography), Tallahassee, Fla.
72. Charles H. Gunter (Latin, German, French, Spanish), Tallahassee, Fla.
73. Mattie Forester (Music), Ft. Meade, Fla.
74. Lurline Roberts (General History), Key West, Fla.
75. M. E. Russell (Latin), Key West, Fla.
76. D. M. Bernard (Geometry, Trigonometry, Algebra), Jacksonville, Fla.

77. Leila F. Farris (Physical Geography, Algebra, Geometry), Punta Gorda, Fla.
78. John F. Farrow (Physics, Chemistry, Botany), Lakeland, Fla.
79. Anne B. Montgomery (Latin, Algebra, Trigonometry, Geometry), Live Oak, Fla.
80. Thos. B. Hemenway, (Biology, Physics, Geometry, Algebrá), West Palm Beach, Fla.
81. Bessie Nevin (Domestic Science), West Palm Beach, Fla.
82. Mrs. Grace A. Smith Hoyt (Drawing and Music), West Palm Beach, Fla.
83. Margaret McMurray Ingraham, (Literature, General History), West Palm Beach, Fla.
84. Belle M. Story (Domestic Science), Bradentown, Fla.
85. Lila Brown (Rhetoric, Literature), Miami, Fla.
86. T. R. Corr (Geometry, Trigonometry, Physical Geography), DeFuniak Springs, Fla.
87. Hester M. Cunningham (German, Spanish), St. Petersburg, Fla.
88. J. B. Murphy (Algebra, Latin), Chipley, Fla.
89. Elizabeth Lucas (Drawing), Tampa, Fla.
90. Angelina W. Jeffries (Rhetoric, Ancient History, Literature), St. Petersburg, Fla.
91. T. R. Corr (Latin), DeFuniak Springs, Fla.
92. Omera Holloway (Physics, German, Geometry, Trigonometry, Literature), Tallahassee, Fla.
93. Gladys Beckwith (General History), Miami, Fla.
94. Thos. Hemenway (Chemistry), West Palm Beach, Fla.
95. Wm. A. Cate (Physics), Madison, Fla.
96. J. M. Syfrett (Botany and Zoology), Bronson, Fla.
97. Pearl Harris (Latin), Orlando, Fla.
98. W. R. Thomas (Latin), Miami, Fla.
99. E. E. Dewar (Botany, General History), Largo, Fla.

100. W. H. Stephens (Physics, Psychology), Palmetto, Fla.
101. F. S. Wetzel (Chemistry, Physics), Tampa, Fla.
102. Lillian G. Griffith (Latin), Tampa, Fla.
103. E. H. Schuyler (Algebra, Geometry, General History), St. Petersburg, Fla.
104. (Not issued).
105. Annie McDonald (Botany, Zoology, Physics), De Funiak Springs, Fla.
106. J. I. Reece (Geometry, Trigonometry, Physics, Rhetoric, General History), Clearwater, Fla.
107. Sallie Puliston (Trigonometry, Rhetoric), Monticello, Fla.
108. W. S. Whitaker (General History), Punta Gorda, Florida.
109. Estelle Crawford (Latin), Quincy, Fla.
110. Josie Loftin (Rhetoric, English Literature), Pensacola, Fla.
111. Maud Suter (English History, French), Pensacola, Florida.
112. E. Grace Oldham (General History, French), Quincy, Fla.
113. Grace Caldwell (Latin), Dade City, Fla.
114. Chas. M. Fisher (Botany, Zoology, Physics, Chemistry), Bradentown, Fla.
115. Mabel Seacole (Botany), Eustis, Fla.
116. Glenn Sumner (Botany), St. Petersburg, Fla.
117. Fay Cribbett (Algebra, Geometry, Trigonometry), St. Petersburg, Fla.
118. Winnifred Lee (Botany, Zoology), Key West, Fla.
119. Eulah Jordan (Botany), Davenport, Fla.
120. S. A. Draper (Geometry, Botany), Lake Butler, Fla.
121. M. E. Russell (Psychology, Latin), Key West, Fla.
122. J. A. Granberry (Psychology, General History, Latin), Arcadia, Fla.
123. Rennie Peele (Rhetoric, English Literature, Latin), Clearwater, Fla.

124. Frances McMullen (Botany, Zoology), Largo, Fla.
125. H. S. Schaefer (French, Spanish, German), St. Petersburg, Fla.
126. M. W. Greene (Geometry, Trigonometry, Botany, Physics, Chemistry, Rhetoric, Latin, German), Tarpon Springs, Fla.
127. T. P. Pace (Botany, Zoology, General History), Clearwater, Fla.
128. E. W. Neate (Manual Training), ———.
129. S. A. Smith (Rhetoric, English Literature), St. Petersburg, Fla.
130. Hattie C. Van Anda (Latin), St. Petersburg, Fla.
131. Madge Rayle (Physics, Biology), Orlando, Fla.
132. Mrs. H. B. Raa (Latin, French), Tallahassee, Fla.
133. Mrs. D. H. Mays (English Literature, General History), Madison, Fla.
134. Johnnie W. Rutland (English Literature, Rhetoric), Tampa, Fla.
135. Ethel Parish (Music, Art Drawing), West Palm Beach, Fla.
136. (Not issued).
137. Catherine Cassidy (Stenography), Miami, Fla.
138. T. R. Corr (Botany, Physics, Psychology), Dade City, Florida.
139. Ida Franklin (Rhetoric, English Literature), Gainesville, Fla.
140. (Not issued).
141. Marvine Kirkpatrick (Psychology), Gainesville, Florida.
142. C. H. Lander (Botany, Zoology, Mechanical Drawing, Bench Work), Delray, Florida.
143. C. H. Martin (Botany), Zephyrhills, Fla.
144. H. Clay Marks (Botany, Rhetoric, General History, Latin), DeLand, Florida.
145. Jessie P. Miller (Botany, English Literature), Eden, Florida.

146. Marguerite C. Morse (Botany), Grant, Florida.
147. (Not issued).
148. Jas. S. Rickards (General History), Ft. Lauderdale, Florida.
149. Mabel Rogers (Botany, Physics), Daytona, Fla.
150. (Not issued).
151. J. C. Turner (Book-keeping), Miami, Fla.
152. P. E. Weimer (Chemistry), Fort Lauderdale, Fla.
153. (Not issued).
154. C. A. Nixon (General History), Tallahassee, Fla.
155. Elizabeth Allen (Manual Training, Bench Work), St. Petersburg, Fla.
156. J. W. Young (Rhetoric, English Literature, Psychology), High Springs, Fla.
157. J. S. Kirton (Psychology), Ybor City, Fla.
158. A. L. Isaacs (Physics, Rhetoric, English Literature, General History), Umatilla, Florida.
159. (Not issued).
160. Allie Patton (Algebra), Lakeland, Florida.
161. Elizabeth Parkinson (Domestic Science), St. Petersburg, Florida.
162. Helen Mae Carter (Domestic Science), Pensacola, Florida.
163. Lucille Stanley Mitchell (Algebra, Physical Geography, General History, Domestic Science), Jacksonville, Florida.
164. Genevieve Crawford (Domestic Science), Tallahassee, Florida.
165. Cedora Futch (Trigonometry), Dade City, Fla.
166. Lola Matilda Snider (Domestic Science), Havana, Florida.
167. L. McLin Sheddian (English Literature, General History), DeLand, Florida.
168. Mary M. Sheppard (Trigonometry, Rhetoric), Old Town, Florida.
169. B. Birdina Schneck (Trigonometry) Wauchula, Florida.

170. Wm. E. Keen (Commercial Arithmetic, Book-keeping), West Palm Beach, Florida.
171. Mrs. Maud T. Barron (Zoology, Rhetoric, General History), DeLand, Florida.
172. Lydia A. Willatowski (Drawing), DeLand, Fla.
173. Katherine L. Scott (Rhetoric, English Literature, General History), Ocala, Florida.
174. Lischer Fletcher (Botany, Zoology, Psychology), Lakeland, Florida.
175. Chas. N. Carnes (Geometry), St. Cloud, Fla.
176. Cora L. Main (Latin), Conewango Valley, N. Y.
177. Clara L. Guild (Latin), Winter Park, Fla.
178. Blanche Glenn (Domestic Science), Lynchburg, Va.
179. Alma B. Parlin (Domestic Science), Apalachicola, Florida.
180. C. Marguerite Morse (Geometry, Zoology, Rhetoric, Psychology), Grant, Florida.
181. Ruth H. Otwell (Domestic Science), Jacksonville, Florida.
182. Ella A. Dale (Latin), Orlando, Fla.
183. Alberta Selter (Domestic Science), DeLand, Fla.
184. Corinne L. Patterson (Domestic Science), Lakeland, Florida.
185. Katherine Martin (Domestic Science), Panama Park, Florida.
186. Martha E. Brown (Rhetoric, English Literature), Daytona, Florida.
187. Anna Laura Chapman (Domestic Science), Jacksonville, Fla.
188. Ruth E. Graham (Physical Geography, Rhetoric, English Literature, Latin), Angelica, N. Y.
189. Mrs. Florine D. Posey (Music), Tampa, Florida.
190. Eunice DeLaney (Geometry, Book-keeping), Orlando, Florida.
191. Hubert A. Haseltine (Trigonometry), Bartow, Fla.
192. Alice Strickland (Rhetoric, General History), Waldo, Fla.

193. Dillis B. Shayer (Geometry, Trigonometry, General History), Wauchula, Fla.
194. S. A. Draper (Trigonometry, Rhetoric), Lake Butler, Fla.
195. Henri Charles Vernaelde (Rhetoric), Pablo Beach, Florida.
196. Miriam C. Marks (Rhetoric, English Literature, General History), Apalachicola, Fla.
197. Lawrence E. Bennett (Botany, Zoology, Physics, Rhetoric, Psychology), Graceville, Fla.
198. Roy R. Riley (Trigonometry), Gainesville, Fla.
199. Mary E. Ray (Rhetoric, English Literature), Orlando, Fla.
200. Etta Leona Carn (Domestic Science), Chattahoochee, Fla.
201. Mary Eunice Woodberry (Rhetoric, English Literature), Chaires, Fla.
202. A. L. Isaacs (Geometry, Trigonometry, Psychology), Umatilla, Fla.
203. Pearl M. Bellamy (Botany, Rhetoric, General History, Latin), Eustis, Fla.
204. Mrs. H. B. Raa (General History), Tallahassee, Fla.
205. Annie C. Bellows (English Literature, General History), Orlando, Fla.
206. Chas. M. Fischer (Trigonometry, Spanish), Key West, Fla.
207. Eva Ballard (Rhetoric, English Literature, General History), Ft. Myers, Fla.
208. Margaret Estelle McKenzie (Botany, General History), Palatka, Fla.
209. Ada Cooper (Law) (Rhetoric), Brooksville, Fla.
210. Julian C. Howard (Chemistry), Bradentown, Fla.
211. Roy Leon French (Physics, English Literature, General History, Latin), Palmetto, Fla.
212. Cedora Futch (Geometry, Psychology), Dade City, Florida.
213. Elsa Buttel (German), Jacksonville, Fla.

214. Frances McMullen (Trigonometry, English Literature, Psychology), Largo, Fla.
215. Lula Dake (English Literature), Ft. Meade, Fla.
216. Elizabeth C. Smith (Botany, Rhetoric, English Literature, Psychology, Latin), Bartow, Fla.
217. Mattie P. Chapman (Latin), Plymouth, Fla.
218. Irene Baumgartner (Trigonometry), Brunswick, Georgia.
219. Kathryn W. Lucal (Domestic Science), Miami, Fla.
220. Mrs. L. L. Tucker (Rhetoric, English Literature, Latin), Delray, Fla.
221. Mrs. Maud L. Lander (Zoology, Domestic Science), Delray, Fla.
222. Susan T. Gladwin (Geometry, Zoology, Rhetoric, General History), Titusville, Fla.
223. Adalene A. Beadsley (Geometry, Trigonometry, Botany, Physics), DeFuniak Springs, Fla.
224. Emma M. Apthorp (Domestic Science), Tallahassee, Florida.
225. Fenton G. Davis (General History, Latin), Tallahassee, Fla.
226. Elsie V. Smith (Spanish), Gainesville, Fla.
227. Jas. L. Orr (Physical Geography, Botany), Ft. Myers, Fla.
228. Maude Saunders (Geometry, Botany, Zoology, Physics, Psychology), DeFuniak Springs, Fla.
229. B. Birdina Schenck (Geometry, Rhetoric), Wauchula, Fla.)
230. Ira M. Harrell (Botany), Socrum, Fla.
231. Elroy W. Neate (Geometry, Trigonometry, Physics), Tarpon Springs, Fla.
232. Wilbur A. Carlton (Latin), Arcadia, Fla.
233. Elizabeth Norton (Botany, Zoology, Physics, General History), Dundee, Fla.
234. Celia Lightsey (Zoology, Rhetoric, English Literature), ———.

235. Gamma Dawson (Rhetoric, Psychology), Wauchula, Florida.
236. Clara B. Ledbetter (General History), ———.
237. Horace C. Gillispie (Geometry, Trigonometry, General History), ———.
238. Mary B. Barrett (Rhetoric, English Literature, Psychology, General History, Latin), Millville, Fla.
239. May Tomlinson (Rhetoric, English Literature), Lakeland, Fla.
240. Mrs. J. R. Clyde (Physics, Rhetoric, English Literature, Domestic Science), Panama City, Fla.
241. Jean Lightner (Rhetoric, English Literature), Delray, Florida.
242. Flora A. Walker (Botany, Zoology, General History), Sanford, Florida.
243. Bertha V. Davis (Algebra), Wabasso, Fla.
244. Jno. Alfred Osteen (Botany, Zoology, Rhetoric), Winter Garden, Florida.
245. Lottie E. Teeter (Botany, Rhetoric), Hawthorn, Florida.
246. Wm. Carey Sparkman (General History), Palmetto, Florida.
247. Edward Lee Benson (Rhetoric), Bowling Green, Florida.
248. Sue Yent (Botany, Rhetoric, English Literature, Psychology), Apalachicola, Florida.
249. Loula Farris Davis (Rhetoric, English Literature, Psychology), Greensboro, Florida.
250. Tweedie Fickling (Rhetoric, Domestic Science), Stuart, Florida.
251. J. M. Syfrett (Rhetoric), Gainesville, Fla.
252. Wm. O. Rencher (Geometry, Trigonometry, Latin), Madison, Fla.
253. Kate M. Caplinger (Latin), Jacksonville, Fla.
254. Minnie Groves (General History), Orlando, Fla.
255. Jean McG. Harwell (Domestic Science), Jacksonville, Florida.

256. Josie Clemont (General History), Bartow, Fla.
257. B. F. Ezell (Botany, Rhetoric, General History), Sanford, Florida.
258. J. I. Reece (Rhetoric, Psychology), Clearwater, Fla.
259. Dorothy D. Williamson (Geometry, Trigonometry, Botany, Physics), Clearwater, Florida.
260. Bertha Hodge (Rhetoric, General History), Live Oak, Florida.
261. Geo. Hugh Williams (Rhetoric, General History), Waldo, Florida.
262. Geneva E. Huff (Domestic Science), Soudan, Va.
263. Elizabeth M. Gray (Rhetoric, English Literature, Latin), Arcadia, Fla.
264. Lois C. Morse (Rhetoric, English Literature, General History, Spanish), Melbourne, Florida.
265. Robert L. Hosford (Physics), Hosford, Fla.
266. Florence Esther Bingham (English Literature), Daytona, Florida.
267. Adelaide Cunningham (Latin), Daytona, Fla.
268. Jos. W. Zella (Physics), Jacksonville, Fla.
269. Edward R. Spence (Geometry), Lakeland, Fla.
270. Frank Smith (Rhetoric, English Literature, General History), Clearwater, Fla.
271. Harold K. Buckham (Manual Training), Clearwater, Florida.
272. Ina Eclecta Young (Latin), St. Petersburg, Fla.
273. E. H. Miller (General History), McIntosh, Fla.
274. Julia B. Hubbell (Rhetoric, General History), Braidentown, Florida.
275. Isabel S. Mays (Geometry, Botany, Zoology, Physics, General History), Dunellon, Fla.
276. Arthur B. Tuttle (Chemistry), Jacksonville, Fla.
277. A. J. Gross (Geometry, Trigonometry, Rhetoric, Psychology), Avon Park, Florida.
278. Nina Phillips (General History, Latin), Dunellon, Florida.
279. Paul P. Yoder (Algebra, Geometry).

280. Stewart B. Groom (Trigonometry, Latin), Lakeland, Florida.
281. Ephriam V. Sayers (General History), Largo, Fla.
282. May E. Park (Rhetoric, English Literature), Miami, Florida.
283. W. Frank Rosell (Chemistry), St. Petersburg, Fla.
284. Maude L. Wilkison (Rhetoric, English Literature, Psychology), Wauchula, Florida.
285. Laura A. Nelson (Rhetoric), Tarpon Springs, Fla.
286. Walter E. Sawyer (Algebra, Trigonometry), Miami, Florida.
287. Edith E. Moffitt (Rhetoric), Homestead, Florida.
288. Chas. J. Landers (Book-keeping), Miami, Fla.
289. Argus J. Matney (Latin), St. Augustine, Fla.
290. Thos. M. Abernathy (Latin, French), Pulaski, Tenn.
291. Chas. M. Parker (Trigonometry), St. Petersburg, Florida.
292. Mary Louise Dickie (Domestic Science), Clearwater, Florida.
293. Elmer E. Heeter (Chemistry), Clearwater, Fla.
294. Thos. D. McAlhany (Physics), Wauchula, Fla.
295. Albert B. Conner (Trigonometry, General History), Bellview, Florida.
296. Geo. N. Slieght (Latin), St. Petersburg, Fla.
297. Mary W. Grosland (Domestic Science), Miami, Fla.
298. Irving Gingrich (Music), Miami, Fla.
299. Tasso T. Lindsey (Manual Training), West Palm Beach, Florida.
300. Mrs. Madge W. Boutelle (English Literature, Latin), Bradentown, Florida.
301. Sallie Puleston (Geometry), Gainesville, Florida.
302. Elsie P. Hoyt (German), Clearwater, Fla.
303. Flora E. Smith (Geometry), Punta Gorda, Fla.
304. Ella Alice Patton (Geometry), Greensboro, Ky.
305. Maude Sparkman (General History, Spanish), Palmetto, Florida.
306. Clara R. McDonald (Rhetoric, English Literature), Gainesville, Florida.

List of those holding Graduate Certificates issued in accordance with Chapter 6540, Laws of Florida, passed in 1913, an Act to Enable Normal and College Graduates to Teach and Acquire Certificates in this State.

| No. of Certificate. | Name. | Where Graduated. | Address. |
|---------------------|-------------------------|-------------------------------|-----------------------|
| 1. | Robt. Lee Goulding..... | University of Florida..... | Pensacola, Fla. |
| 2. | Louise Clark | Fla. State College for Women. | Tallahassee, Fla. |
| 3. | Rosalie Dortch | Fla. State College for Women. | Dade City, Fla. |
| 4. | Grace Godley | Fla. State College for Women. | Leesburg, Fla. |
| 5. | Lucie Grier | Fla. State College for Women. | West Palm Beach, Fla. |
| 6. | Inga Olla Helseth..... | Fla. State College for Women. | Oslo, Fla. |
| 7. | Marjorie Leach | Fla. State College for Women. | Homestead, Fla. |
| 8. | Ruth Otwell | Fla. State College for Women. | West Palm Beach, Fla. |
| 9. | Jael Wilkinson | Fla. State College for Women. | Palatka, Fla. |
| 10. | Annie Mae Williams.... | Fla. State College for Women. | Fulford, Fla. |
| 11. | Mary Felicia Williams.. | Fla. State College for Women. | Williston, Fla. |
| 12. | Helen Carter | Fla. State College for Women. | Pensacola, Fla. |

| | | | |
|-----|-------------------------|-------------------------------|-------------------|
| 13. | Edyth Dyer | Fla. State College for Women. | Tallahassee, Fla. |
| 14. | Irma DeSilva | Fla. State College for Women. | Pensacola, Fla. |
| 15. | Eloise McGriff | Fla. State College for Women. | Tallahassee, Fla. |
| 16. | Annie Treadwell | Fla. State College for Women. | Gainesville, Fla. |
| 17. | Amanda Wainwright ... | Fla. State College for Women. | Tallahassee, Fla. |
| 18. | Bessie Wells | Fla. State College for Women. | Tallahassee, Fla. |
| 19. | Jeanette McMillan | Fla. State College for Women. | Pine Barren, Fla. |
| 20. | Iris Watson | Fla. State College for Women. | Bartow, Fla. |
| 21. | Addie Grace Waterman. | Stetson University | DeLand, Fla. |
| 22. | Lillian Eldridge | Stetson University | Apopka, Fla. |
| 23. | Nina Phillips | Stetson University | DeLand, Fla. |
| 24. | Harriet Spratt Hulley.. | Stetson University | DeLand, Fla. |

CHAPTER XI

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CHAPTER XI.

HIGH SCHOOL REGULATIONS AND STATE AC- CREDITED HIGH SCHOOLS.

THE REGULATIONS OF THE STATE BOARD OF EDUCATION PRESCRIBING MINIMUM REQUIREMENTS FOR STANDARDIZING HIGH SCHOOLS.

These Regulations are based upon Chapter 5206 and the re-enacted Chapter 5382, Laws of Florida, which provide for only two grades of high schools, Junior and Senior; but it is thought best to authorize three grades, Junior, Intermediate and Senior High Schools.

High School Regulation 1.

No school shall be recognized as a Junior High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 50.

3rd. It must have in regular attendance not less than a total of 10 pupils in one or both of the Ninth and Tenth grades, regularly and properly promoted from the grade next below.

4th. It must employ not less than a total of 4 teachers, each legally certificated according to the laws of this State, and devoting all of his or her time to teaching in the school.

5th. The principal shall hold either a Life State or State Certificate, or a valid First Grade Certificate issued under the laws of this State and, in addition, a Special Certificate covering all the academic branches or subjects, not covered by a First Grade Certificate, embraced in and prescribed in the Standard High School Course of Study for the Ninth and Tenth Grades.

6th. At least one capable teacher, must devote all of his or her time to teaching the Ninth and Tenth grades, and where there is but one teacher giving full time to these two grades, but one of the Standard Courses of Study must be offered.

7th. The average length of recitation periods in the two high school grades shall not be less than 40 minutes.

8th. All pupils in high school grades must at all times carry not less than four academic subjects; provided, that some vocational, industrial, or elective study may occupy one recitation period.

9th. The building must have not less than four ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library, each worth not less than \$100.

Regulation 2.

No school shall be recognized as an Intermediate High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 100.

3rd. It must have in regular attendance not less than a total of 20 pupils in the Ninth, Tenth and Eleventh grades, 5 of whom must be in the Eleventh grade, all regularly and properly promoted from the next grade below.

4th. It must employ not less than two teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or

a First Grade Certificate and a Special Certificate covering all the academic branches or subjects each teaches embraced in and prescribed in one of the Standard Courses of Study for the three lowest high school grades.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a State Life or State Certificate, and shall not hear more than four regular recitations a day.

7th. The average length of recitation periods, in all high school grades, shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than seven ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than \$150.

Regulation 3.

No school shall be recognized as a Senior High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 150.

3rd. It must have in regular attendance not less than a total of 30 pupils in the four high school grades, not less than a total of 10 pupils in the two highest grades, all regularly and properly promoted from the grade next below.

4th. It must employ not less than three teachers, ex-

clusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the specific academic branches or subjects each teaches, embraced in and prescribed in one of the Standard Courses of Study.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a Life State or State Certificate, and shall not hear more than three regular recitations a day.

7th. The average length of recitation periods in all high school grades shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than eight ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than \$200.

GENERAL.

Regulation 4.

The State Board construes the legal meaning of the word teacher to be one legally licensed according to the certification laws of this State, regularly elected and contracted with by a County Board of Public Instruction, devoting his or her entire time to school work, and paid for services directly by warrant of the County Board of Public Instruction.

Regulation 5.

The Standard Course of Study, or its equivalent with

such modifications or additions by local school authorities as may be submitted to and approved by the State Board of Education, is the minimum requirements for graduation from any grade of high school.

Regulation 6.

It is urgently recommended that the final annual examinations of all high school grades, after the school year 1914-15, be uniform throughout the State upon questions submitted by the State Inspector of High Schools, and that promotions and graduations be partly based upon these examinations.

Regulation 7.

It is further recommended that all high school diplomas for the different Courses of Study and grades be uniform for that course or grade, be furnished by the State, and be signed by the Governor, the State Superintendent of Public Instruction, the Inspector of High Schools, one or all, and local school authorities.

Regulation 8.

All past Regulations relating to high schools, adopted by the State Board of Education and in conflict with these eight Regulations, are hereby annulled.

THE ABOVE REGULATIONS NEEDED.

The least that can be said is, the high school question is annoying and perplexing—how to make them high schools and how to keep them high schools. To solve this problem wisely, and to keep it solved, is the most difficult one in public school administration. The difficulties are attributable to these five principal sources:

1st. An over-weening ambition of many teachers to become principals of high schools.

2nd. A kindred craze on the part of patrons to have the school attended by their children rated as a high school, whether it is or not.

3rd. The difficulty of securing teachers who will properly and legally qualify themselves to do real high school work.

4th. The almost impossibility of establishing and maintaining a definite standard high school course of study.

5th. The impossibility of convincing the different communities that the real demand for high schools is limited, or that the greater part of the work of education must necessarily be done and can be as well done in good graded schools.

It is a fact that a good graded school does as genuine and thorough work as one rated a high school, better than one assuming high school pretensions which is not a high school.

The bad fruits of the State Aid experiment, annulled by the Supreme Court a few years ago, are still being harvested. Then teachers, patrons and school officers eagerly adopted hot-house methods to force every school into a high school in order to get a share of the proffered State Aid. It is regrettable that with the exit of State Aid, that the 21 Regulations adopted by the State Board of Education with the design of preventing the unnecessary multiplication of high schools, of prescribing minimum qualifications for teachers of high schools, and of maintaining a standard high school course of study, were thought to have taken passage with State Aid. This mistaken notion that there were no regulations still in force for standardizing them has knocked high schools all awry. For the idea became prevalent that they were without a law, and that any one capable of influencing a School Board assignment was authorized to teach on any kind of an old showing in a high school without possessing real qualifications, also to make a course of study

measurable to his qualifications. So many actual happenings of such character emphasize the necessity of the State Board of Education adopting the regulations now promulgated.

THE HIGH SCHOOL INSPECTOR'S REPORT.

Chapter V. of this report is the Bi-ennial Report of State High School Inspector, Dr. John A. Thackston, a very painstaking and valuable public document, presenting much important statistical data and making many excellent suggestions for improving the high schools of the State.

As explained in the introduction to Chapter V, pages 149 and 150 of this report, the High School Inspector was very much hampered in grading the high schools of the State, though his work was remarkably well done, considering that no legal basis was furnished to guide him in standardizing and classifying the schools.

REGULATIONS ASKED.

On October 18, 1913, the State Superintendent and Dr. Thackston appeared before the State Board of Education and submitted for adoption a code of regulations to aid him in classifying the schools for the school year 1913-1914, but in consequence of business pressure the consideration of the regulations had to be postponed for a future meeting.

The High School Inspector was then ready and had to begin his round of visitation and the work of classifying the schools, and did the best and only thing he could do. He took as his guide in his classification the recommendations of the Commission on Accredited Schools of the Southern States and the High School Regulations of the Fort Myers Convention, a body of County Superintendents, School Board Members and High School Principals

called together to deliberate upon school matters by the State Superintendent at Fort Myers, Florida, March 10-13, 1914.

SOME OF THE COMMISSION RECOMMENDATIONS ARE ILLEGAL.

The Commission on Accredited Schools of the Southern States did recommend without doubt a most excellent general code of regulations for standardizing the high schools of the South, but some of these are in direct conflict with the statutes of this State; such, of course, are nugatory, so long as present statutes remain in force, as a basis of standardization in Florida. As examples: The Commission recommends that, "No school shall be accredited which does not require for graduation the completion of a four-year high school course of study;" again, "The minimum scholastic attainment of three-fourths of the high school teachers of the academic subjects shall be equivalent to graduation from a standard college," etc.

While the laws of Florida provide for a two-year, or Junior High School, and says, "No person shall be permitted to teach in the public schools (which include high schools) of the State of Florida who does not hold a teacher's certificate granted in accordance with the provisions of this Act."

FORT MYERS REGULATIONS WITHOUT AUTHORITATIVE SANCTION.

Both the Fort Myers High School Regulations and the prescribed High School Course of Study are good, and the Committee suggesting each was composed of able, experienced and safe educators, but their work lacked authoritative sanction—neither the State Board of Education nor the Legislature has made legal their recommendations. Remember the Fort Myers Convention was simply

an assemblage of educators called together by the State Superintendent of Public Instruction to deliberate and recommend to constituted authorities that which it thought advisable to be done. This Convention held no authority to adopt, to promulgate, nor to put in execution either regulations for standardizing high schools or a high school Course of Study. It is as incomprehensible as it was unfortunate how the power of this Convention was so misunderstood and its work became so widely circulated and accepted as law. School principals and officials began to abbreviate courses of study to comply with the course suggested at Fort Myers, and the suggested regulations prescribing qualifications of high school principals and teachers were eagerly accepted in lieu of the Statutes. Though the misunderstanding was widespread, the State Superintendent did not become apprised of the facts until the schools of 1913-14 had closed and Inspector Thackston had completed his classification of the high schools.

When the State Superintendent began to inquire why the authorized regulations of the State Board of Education, prescribing qualifications for high school principals and teachers, were being disregarded, he was immediately confronted with the Fort Myers regulations which were being accepted as law.

In consequence of all this, Inspector Thackston's report including his classification of the high schools was received and printed just as made. It was too late to ask him to do his work over again by re-classifying the high schools by the amended regulations of the State Board of Education not furnished him.

STATE CLASSIFICATION ANTICIPATED.

Inspector Thackston knew his work had not been done upon any authoritative basis and that State regulations were necessary. He had simply employed the best and

only standard then available to him. He anticipated that a State classification would be made, for he said on page 26 of his report, page 178 of this report:

"I am glad to say that most of the regulations have been made law, therefore, they are State regulations by the action of the State Board of Education. (The exact regulations that the State Board passed will be found in the State Superintendent's Report.) Those schools that fail to comply with these (the State) regulations will not be recognized by the State Superintendent of Public Instruction and the State Board of Education as standard high schools."

NO CRITICISM OF THE INSPECTOR'S WORK.

The fact that the State High School Regulations are printed in this report and the classification of the high schools will be demanded upon a different basis in the future, must by no manner of means be interpreted as criticism of the work of Inspector Thackston, or as done in a captious or fault finding spirit; far from it, for it is recognized that he has performed a valuable service and his report is prized as a public document.

THE FORT MYERS REGULATIONS NOT OBSERVED.

While not obeying the State regulations, the Fort Myers regulations have been used as a pretext for not doing so, though they have not been observed, for they say: "Principals of Senior High Schools shall hold a State Certificate; provided that, a County Certificate plus a Bachelor's Degree from an accredited College or University may be accepted for the first year's work as principal of a high school in Florida, Said College or University to be approved by the State Superintendent of Public Instruction."

It seems that an entering wedge was all that was de

sired to utterly cleave all regulations for standardizing high schools.

It is perfectly clear that the above regulation simply contemplated that a County Certificate plus a Bachelor's Degree should authorize one to be principal of a high school for the *first year only*, while such person was qualifying under the laws of this State. It did not intend to authorize any one permanently to disregard the existing State regulations or law which requires a high school principal to be the holder of a State Certificate. The design of it was to remove, because of the difficulty of securing an ample supply of properly qualified principals for high schools, the legal obstacle which requires one to teach a year in this State before being eligible for even examination for a State Certificate.

What construction has been placed upon this regulation as judged in the light of subsequent facts?

There are now Senior High Schools according to the accredited list of the State High School Inspector, besides others which are still called Senior High Schools, whose principals have made no effort to qualify according to the Fort Myers or any other regulations. Some have acted as high school principals in this State for several years and still hold only First Grade Certificates. Others have attempted to re-inforce their First Grade by taking a Special Certificate on one subject, others on two or more subjects. Others do not hold even a First Grade certificate, but have simply promised or "intended" to take a State Certificate, but have made no effort to do so. Others have undertaken the examination as many as three or four times and failed to obtain a State Certificate—some of these hold no Special Certificate on any subject. Some are claiming to be acting as high school principals on the strength of holding Bachelor's Degrees from accredited colleges or universities, but not one of them has submitted a diploma to the State Superintendent for his approval, as the above regulation stipulates.

The irregularities in the principalships of Junior High Schools are equally as marked.

Another one of the Fort Myers regulations says: "Every high school teacher must hold a Special certificate covering the subjects he teaches, or he must have the qualifications prescribed for principals of Senior High Schools." The reports in the State Superintendent's office show that there are teachers of subjects in so-called high schools holding First Grade certificates, Second Grade certificates, or no certificates, who have made no effort to take a Special Certificate. While others, like the high school principals, assured the school authorities that they "expected to hold State Certificates before the end of the year" or they would take the required certificates covering the subjects they teach, but they have taught on and made no effort to do so. Many have attempted the examinations and failed, some partly failing, that is, not making the grade required by statute for a Special Certificate on some of the subjects they are teaching.

SHORT NOT ONLY IN TEACHER REQUIREMENTS.

..Some of the accredited high schools are short not only in the standard of requirements for teachers set by both the Fort Myers and the State regulations, but are short both in the Course of Study suggested at Fort Myers or the Standard Course prescribed by statute. In fact, some are short in many particulars of the standard prescribed for high schools by the Convention held at Gainesville in March, 1913, or by the Commission on Accredited Schools of the Southern States, or by the Fort Myers regulations, or by the High School Regulations of the State Board of Education.

WHAT IS TO BE DONE?

In answering this question another is asked, what constitutes a high school? Surely not the mere fact that

an ambitious principal, or some interested authority names or calls a school a high school. Every one must admit that there must be some definite and fixed requirements made by some competent authority by which the school may be measured, or standardized. The State Board of Education under existing laws is the only authority authorized to fix this standard, and, acting upon the general demand from many high educational sources to raise the standard, this Board has amended its old regulations to meet this demand and has adopted and promulgated the regulations heading this Chapter. These have the *force and effect of law*. For the Supreme Court of the State said in a certain case decided at the January Term in 1914, "the Statutes give to the State Board of Public Instruction and to the State Superintendent of Public Instruction such duties and powers as would authorize them to prescribe *rules and regulations* * * ; and such *rules and regulations have the force of law when not in conflict with the Statutes or public policy of the State.*"

Since then, it is found that so many of the would-be high schools of the State are not up to the standard prescribed by any of the four reputable sources having assumed to prescribe regulations for standardizing such schools, the answer to the question, "What is to be done?" becomes easy. Do just what is now being done. Let the State Superintendent re-classify and publish a list of the present standard High Schools, using as a basis the regulations prescribed by the State Board of Education, the only authority in the State clothed with power, under existing statutes, to adopt and execute such regulations.

PUBLICITY AND OBSERVANCE NEEDED.

School officers, principals and teachers need to know these regulations as well as to know their observance will be insisted upon, and that the penalty of having their

schools lowered in classification is certain. Those ignorant of the laws as well as the rebellious and defiant spirits proposing to take the law into their own hands and interpret it to suit ambitious or selfish interests, need to be taught respect for law, even school laws.

Some local school authorities essay to excuse themselves for the non-observance of law by claiming that patrons and Trustees demand certain teachers regardless of the fact that they hold no certificates at all, or not such as authorize them to fill certain high school positions. This is no excuse, only an acknowledgment of weakness. All such need to be taught that the public school system is a State institution, as much so as the system of taxation or the courts; that school laws are to be observed as much as the laws for assessing and collecting taxes or the laws regulating courts. The laws do not contemplate that public school officials shall be any more subject to independent, personal, whimsical, or local control than are the tax assessors or the judges of the courts. So when the Trustees and County Boards permit themselves to be dominated by any one to the infraction of school laws and high school regulations, designed to protect children, patrons and the community alike from the evil consequences of the shoddy and pretentious in education, they need not be surprised when their schools fall short of State recognition, and the diplomas of graduates be denied recognition in the State schools.

The State Board of Control has pledged co-operation with the State Board of Education in the execution of the High School Regulations.

THE STANDARD COURSE OF STUDY RECOGNIZED.

It will be observed that the Standard Course of Study is recognized by these regulations. This is the Course authorized and promulgated by provisions in Chapter 5206, Session Laws of 1903. The State Board, realizing

that the necessity often arises for changing Courses of Study to meet new conditions, so while adopting this Course as a basic one, still it permits of such modifications or additions by local authorities as may be approved by itself. The Board does not deem itself all-wise in reserving to itself the right to approve changes in this Course of Study, yet it believes that public policy demands that power should be lodged somewhere to preserve something akin to a uniform course, as a protection against the ambitious fellow filled with a burning desire to inflict himself upon a community by making for the school a course of study reflecting his own idiosyncrasies. The ranks of teachers of this age seem to be as full of such conceited cranks as are other vocations and professions.

A TENTATIVE CLASSIFICATION.

The high school classification of the schools for the year 1913-14 by Inspector Thackston, though not recognized as legal, will not be disturbed. Yet a *tentative classification* of these same schools on the basis of the State High School Regulations is appended here to indicate to all interested how their high schools will show up when the High School Inspector makes subsequent classifications, for the year 1915 *et seq.*, upon the regulations which the State Board of Education will insist upon.

WHY DONE?

This is done to give fair warning to all school officers as well as teachers presuming to teach in high schools without legal certification, that it stands them in hand to get normal in every respect as speedily as possible and keep so, or there will be no one to blame but themselves when they find State recognition withheld from their schools as high schools. Ignorance of the law need not be plead any more.

RUMOR OF SECESSION.

It is currently reported that the school authorities of two or three counties propose to *secede* and set up high school standards of their own, that the rest of the State may follow them, if they desire uniform standards, as they will not follow the State. This alarms no one, even if true, for they will soon discover their folly. Some ground for the rumor is given slight credence from the fact, because when information was sought upon which to make this *tentative classification* several counties furnished no information at all about their so-called high schools, therefore their schools are not included in the appended tentative classification.

VARIATIONS IN THE TWO CLASSIFICATIONS.

The tentative classification, made as of January 1, 1915, and based upon the State regulations, differs very materially from the classification of Inspector Thackston made of the schools of 1913-14 and based upon the Fort Myers regulations.

His classification gives a total of 87 high schools, 39 4-year senior, 14 irregular 4-year, 11 3-year, and 23 2-year, or junior high schools. The State classification (with several counties omitted) gives 7 Senior, 3 Intermediate, and 23 Junior high schools, a total of 33—less than half.

Efforts were made to get the exact facts upon which to base the tentative classification, though in many cases the information was incomplete, and in some appeared evasive and reluctant. Consequently, it is readily admitted that mistakes were doubtless made, though the work was impartially and honestly made upon the information furnished.

When any school failed in any essential count to measure up to the standard laid down in the State Regula-

tions, it was simply rated as no high school, a Junior, Intermediate, or Senior high school upon the facts furnished by the principal or County Superintendent.

NO TIME TO WASTE ON CORRECTIONS.

If mistakes were made, it will make no material difference, as this present classification for the school year 1914-15 is only *tentative* and designed to emphasize the necessity of all getting regular, and getting altogether regular, with their high schools speedily, or take the consequences without murmur or protest.

Notice is also given here that no time or effort will be wasted in citing or explaining what particular regulation was violated in making the classification, as the time of the State Superintendent is too much occupied with important matters to be wasting it in thrashing over useless old straw in answering a flood of letters explaining in what particular each school failed of a higher classification. It has been stated that much of the information furnished was incomplete, and admitted that errors may have been made, but the work was impartially and honestly done upon the data furnished. The regulations are before you and you know what was reported—then let the matter end.

FUTURE CLASSIFICATIONS—HOW MADE.

All future classifications, including the one for the School Year 1914-15, will be made by the High School Inspector and the State Superintendent of Public Instruction jointly. No State recognition will be extended nor publication of the roster of the high schools will be made in a booklet or State Report, unless the classification is thus made.

The State Superintendent will send out exhaustive blanks calling for definite and full information of the

schools on every requirement of the High School Regulations. The State Inspector of High Schools will gather his data on his visits to the schools. The two will meet in conference and compare their information and jointly classify the high schools.

CHIEF CAUSE OF DEMOTIONS.

Suffice it to say, the chief cause of a majority of the demotions in the *tentative classification* below from the classification made by Inspector Thackston in his report, was due to non-observance of the regulations prescribing qualifications for principals of and teachers in high schools. It matters not what the building and equipment may be, the number of pupils, or the local appreciation of the school, no school is a high school which is not taught by really qualified high school teachers. Many of the schools failed to measure up to the standard of the High School Regulations in other particulars, but the failure in the proper certification of the teachers was the most fruitful source of demotions.

TENTATIVE CLASSIFICATION OF THE HIGH SCHOOLS, BASED ON STATE HIGH
SCHOOL REGULATIONS, AS OF JANUARY 1, 1915.

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SENIOR HIGH SCHOOLS.

| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|---------------------|-----------------|--------------------------|-------------------|
| Jacksonville | Duval | Duval High | R. B. Rutherford. |
| Kissimmee | Osceola | Osceolo High | R. M. Evans. |
| Lakeland | Polk | *Lakeland High | Chas. M. Jones. |
| Ocala | Marion | Ocala High | W. H. Cassells. |
| Orlando | Orange | *Orlando High | J. W. Simmons. |
| Tampa | Hillsborough .. | *Hillsborough Co. High . | E. L. Robinson. |
| W. Palm Beach | Palm Beach ... | *Palm Beach High | I. I. Himes. |

*Slight irregularity as to certification of teachers.

INTERMEDIATE HIGH SCHOOLS.

| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|----------------|----------------|-------------------------|-------------------|
| Mulberry | Polk | Mulberry High | Carl S. Cox. |
| Starke | Bradford | Starke High | A. D. Kean. |
| Sarasota | Manatee | Sarasota High | T. W. Yarborough. |

JUNIOR HIGH SCHOOLS.

| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|------------------------|----------------|--------------------------|-----------------------|
| Alachua | Alachua | Alachua High | M. M. Bryant. |
| Apalachicola | Franklin | Chapman High | Mrs. F. N. Clayton. |
| Bartow | Polk | Summerlin Inst. | W. C. Stokes. |
| Bradentown | Manatee | Manatee Co. High | Horace C. Gillespie. |
| Dade City | Pasco | So. Fla. Nor. Inst. | P. W. Corr. |
| Daytona | Volusia | Daytona High | Miss Mabel T. Rogers. |
| DeFuniak Springs | Walton | DeFuniak Springs High | M. L. Neal. |
| DeLand | Volusia | DeLand High | H. C. Marks. |
| Ft. Meade | Polk | Ft. Meade High | R. M. Dorsey. |

JUNIOR HIGH SCHOOLS—Continued.

37—S. P.

| <i>Town.</i> | <i>County.</i> | <i>Name of School.</i> | <i>Principal.</i> |
|-------------------|-----------------|------------------------|-------------------|
| Ft. Myers | Lee | Gwynn Inst. | R. M. Sealey. |
| Ft. Pierce | St. Lucie | Ft. Pierce High | W. E. Bell. |
| Gainesville | Alachua | Gainesville High | F. W. Buchholz. |
| Key West | Monroe | Dr. Harris High | M. P. Geiger. |
| Lake Butler | Bradford | Lake Butler High | S. A. Draper. |
| Lake City | Columbia | Columbia Co. High .. | J. H. Fulks. |
| New Smyrna | Volusia | New Smyrna High | R. S. Blanton. |
| Palatka | Putnam | Putnam Co. High | R. W. VanBrunt. |
| Palmetto | Manatee | Palmetto High | R. L. French. |
| Pensacola | Escambia | Pensacola High | B. B. Lane. |
| Quincy | Gadsden | Gadsden Co. High | E. W. McMullen. |
| Seabreeze | Volusia | Seabreeze High | H. E. Wakefield. |
| Wauchula | DeSoto | Wauchula High | P. G. Shaver. |
| Webster | Sumter | Webster High | Glenn Terrell. |

CHAPTER XII

The first part of the chapter is devoted to a discussion of the various methods of determining the relative amounts of the different components of a mixture. This is done by comparing the observed properties of the mixture with those of the pure components. The most common method is the use of a balance, in which the weight of the mixture is compared with the weight of the pure components. Other methods include the use of a graduated cylinder, a pycnometer, and a gasometer. The second part of the chapter is devoted to a discussion of the various methods of determining the absolute amounts of the different components of a mixture. This is done by comparing the observed properties of the mixture with those of the pure components. The most common method is the use of a balance, in which the weight of the mixture is compared with the weight of the pure components. Other methods include the use of a graduated cylinder, a pycnometer, and a gasometer.

CHAPTER XII

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

No apology is offered for giving space to the following General Reports of County Superintendents. The earnest investigator is referred to this Chapter for a comprehensive view of what is being undertaken and accomplished educationally in each county of the State. The bare statistical facts presented in Chapters III and IV of this report, do not always reflect the true spirit at work, and the aims and achievements in each county, consequently the idea was conceived some years ago of giving each County Superintendent brief space to report every two years in general terms what has been undertaken, the plans employed, their success or failure, and the real status and outlook for public education within his own jurisdiction.

The suggestions and recommendations contained in these reports from the men on the firing line, furnish the best expert testimony within the State, as a guide to other school officials as to what may be undertaken and how to proceed to better educational conditions in their own particular localities. They also serve to direct the honest legislator in enacting laws for the furtherance of educational progress.

A careful reading of some of these general reports, especially if statements made therein be compared with the statistical facts reported by the writer in ever-truthful figures recorded in Chapters III and IV, will disclose the fact that some claims of "marked progress" are not always substantiated by facts and must be accepted *cum grano salis*. That is to say, some give too roseate a tint to weak efforts, small achievements, and unfavorable conditions—satisfied with too little, because ideals are too low.

But it will also become patent, that there are County Superintendents in the State who have vision, who at-

tempt things, who are harvesting results, and who have a right to be proud of their work and satisfied with the educational outlook in their counties, while some of the least active and best satisfied, if it were possible to elevate their ideals, would be least satisfied with their work and the educational outlook and progress in their own counties.

There is a wide and wonderful difference in the aim, activity, and successful achievement of these officers in the different counties, and the difference in the real educational status and outlook is equally as wide apart, but rated as a whole, Florida educationally is in a prosperous condition, and has a live and successful body of school officials—some of the better ones raising the general standard.

CIRCULAR LETTER.

The following circular letter was addressed to the County Superintendents, requesting these reports. Out of fifty County Superintendents, all responded save three (whose reports were twice requested), and their reports follow in alphabetical order of the counties. Read them and learn of the great progress of education in many counties of the State.

Department of Public Instruction,
Tallahassee, Fla., July 29, 1914.

TO COUNTY SUPERINTENDENTS:

I am now preparing my Bi-ennial Report for publication between now and the first of January. I want it to contain a general report from each County Superintendent on the present condition of the schools of his county and the progress made in the last two years.

The general statement must be typewritten and arranged just as you want it to appear in the Bi-ennial; it should be of such a nature that anyone reading it can get a clear idea of the school conditions of your county. It should usually occupy from two to four pages of the Bi-

ennial, and should be sent to this office not later than August 15th.

Please remember, this general report which I am asking you to make is for the benefit of you and your county, and its omission would be a serious reflection upon you and your county.

You may write upon any subject that you consider of general interest to the readers of the Bi-ennial, but in most counties the following subjects will be worthy of consideration :

Senior High Schools—Number having at least four teachers in high school grades, and twenty or more pupils in those grades.

Intermediate High Schools—Number having at least two teachers and fifteen pupils in high school grades, and not less than four teachers for the school.

Junior High Schools—Number having at least one teacher who does high school work only, ten pupils in high school grades, and not less than four teachers for the entire school.

This information concerning High Schools should be given for both last term and next term of school.

Teaching Force—Supply, ample or otherwise; efficiency, certification.

Buildings—Condition of old ones; erection of new ones; equipment.

Special District Bonding Law—Effect; number of districts bonded and for what amounts.

Uniform Text-Book Law—Are pupils supplied with books? Are local agents properly supplied with books?

Finances—County Funds; District Funds.

Teachers' Institutes.

Attendance of Teachers at State Summer Schools.

Vocational Work—Extent and efficiency of same.

Outlook of your schools for the future.

Very truly yours,

W. N. SHEATS,

State Supt. of Public Instruction.

ALACHUA COUNTY.

Hon. W. N. Sheats.

Dear Sir:—In my letter to the State Department two years ago I attributed much of the waste in our educational work to the lack of skilled county supervision and suggested several devices Alachua would introduce to obtain a closer insight into the work of the schools.

COUNTY UNIFORM EXAMINATIONS.

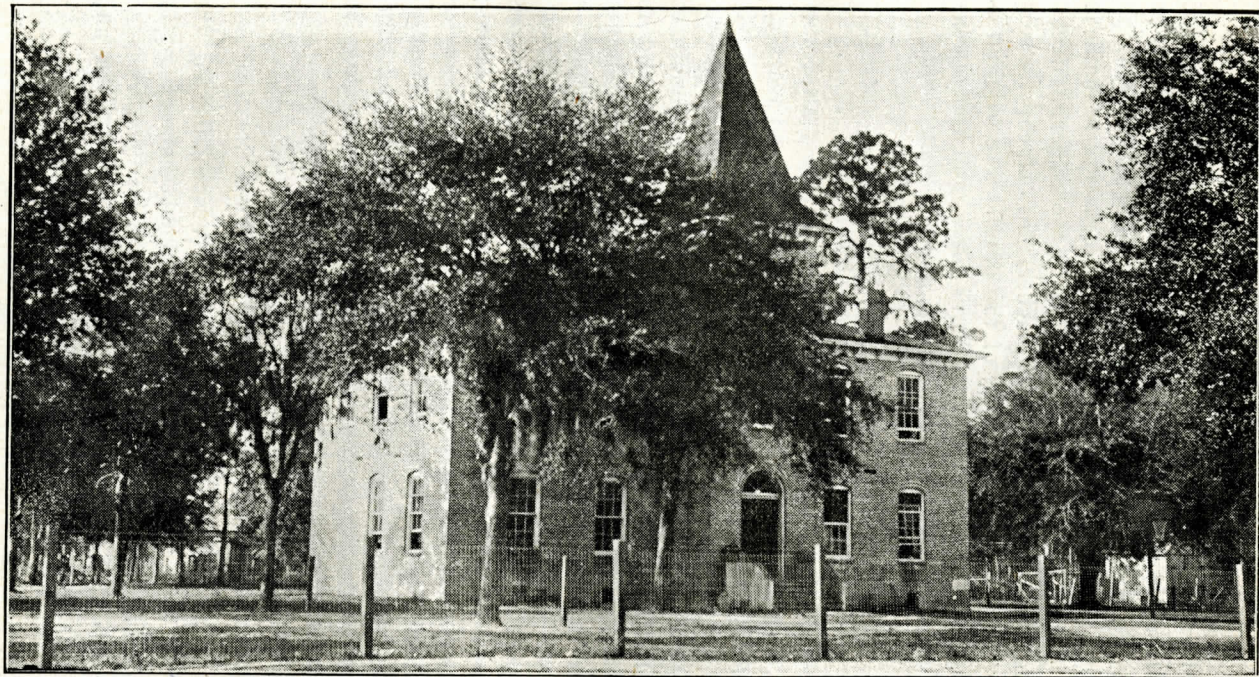
Evaluating the results of the devices employed we feel that the county uniform examination has proved an efficient means in getting at many of the weaknesses in organization,, classification and instructional methods. This conclusion is reached after a careful study along three lines of comparison before and since the system of examination was inaugurated. *First*, the one, two and three-teacher country schools now give their entire time to the children in the elementary grades and do not attempt to give instruction to young people who wish to "try out" in a teachers' examination. *Second*, pupils are classified more nearly according to their understanding and capacities because the teachers' daily rating and quarterly tests are compared with the county finals.

Teachers and patrons have discovered that there is little merit in being progressive with so much artificial assistance.

Third, knowing that the county examination is one type of measurement of class instruction, the teachers have devoted more time to the preparation of their daily work and to study in the art of teaching.

SPELLING.

Supplementary to the county uniform examinations, both as an aid to supervision and to emphasize the im-



MICANOPY SCHOOL (ALACHUA CO.), MICANOPY, FLA.

portance of the subject of spelling, we have continued with satisfactory results the bi-monthly examinations in Orthography from the 4th to 10th grades, inclusive, in all the schools of the county. The examination is made in triplicate, the original is mailed to the Superintendent, one copy is retained by the teacher, and one copy is sent to the parent or guardian of the pupil. The original is re-graded in the Superintendent's office, and the teacher is furnished with the corrections and criticisms made.

SURVEY.

While our efforts would seem to be applied altogether to the elimination of waste in management and teaching, we wish to say that we have given much time and study to the physical conditions of our schools. For the two-fold purpose of having the teacher become acquainted with the environment in which the pupils live and to facilitate our plans for extension work, I have required the teacher to file with their second month's report a statement, (not less than 200 words) covering the following items in their school district: Number of farms, average area of farms; tenants or owners living on farms; chief crops; fields, stumped or unstumped; land, low or rolling; condition of roads; telephone system; co-operation of people in school work; religious, social and literary organizations, how many of these hold meetings in school house; agriculture and industrial clubs, etc.

STANDARD RURAL SCHOOL.

This year the rural schools will be standardized, the requirements for a "standard" school embracing the following:

School House: Painted, ceiled, properly lighted and ventilated.

School Room: Clean, floors scrubbed once a month, four standard pictures on walls.

Windows: On left side of pupils, washed once a week, covered by shades or curtains.

Grounds: At least one acre, good walks to entrance and outhouses, free from weeds and rubbish of any kind, a barrel conveniently placed for waste matter.

Out Houses: Sanitary all the time, walls free from writing and marks, doors with good locks.

Drinking Water: Well, cistern or spring, and sanitary drinking appliances.

Library: A book case, at least twenty-five approved books for pupils in elementary grades.

Equipment: Patent desks of three sizes, maps of Florida, U. S. and North America, globe, at least sixty square feet of hylo plate blackboard, teachers' desks.

Exhibits: Written class work on walls or bulletin board.

Friday Afternoon: One hour literary exercises and not less than thirty minutes spelling bees. Score increased according to number of parents present.

Discipline: Good order at all times.

Play Ground: Games supervised and directed by teacher.

Records: All records neatly and accurately kept.

Visits: At least 40 per cent of parents visited each month.

Teacher: Education, certificate, experience, daily preparation of class-work, attendance at Teachers' Institutes, professional library, subscriber to school journals, etc.

Attendance: Ninety per cent of the school children of the district enrolled and average attendance of 80 per cent of enrollment.

Schools will be scored as follows: School house, grounds and outhouses, 24 per cent; school room, windows, library and equipment, 20 per cent; drinking water, Friday afternoon and discipline, 20 per cent; playground, records, and exhibits, 16 per cent; visits, teacher, and attendance, 20 per cent. Should a school make a total of

95 points it is entitled to a silk pennant on which will be inscribed "Standard School."

CLUB WORK.

The agricultural boys' and girls' clubs have not produced any appreciable results either in vitalizing school work or increasing attendance. Two reasons may be ascribed: (a) In the narrow perspective of the child's mind the work becomes an end (money-making) rather than a means (preparation for service). (b) Failure to make the work a vital part of the school content. An experiment will be "tried out" in the Alachua school this year under Principal M. M. Bryant to make the "farms" an important part in all the work of the school. Those interested in the subject may write Mr. Bryant for an outline of his "Students Farmers' Co-Operative Association."

HIGH SCHOOLS.

In compliance with the regulations of the State Board of Education in the matter of requirements for high schools, we have ordered the discontinuance of high school instruction in two schools heretofore registered as Junior High schools. We are in complete accord with the high standard set by the State and shall stand for their maintenance both in spirit and letter. Under the new standards we are glad to report one senior and eight junior high schools.

Very respectfully,

J. L. KELLEY,
County Superintendent.

BAKER COUNTY.

Hon. W. N. Sheats.

Dear Sir:—In compliance with your recent request for a general report of Baker County schools for your biennial report, I beg to submit the following:

BUILDINGS.

Three new buildings have been erected since January 1, 1913, two of which are good, comfortable, two-roomed buildings, the other a one-room building. We have repaired several old buildings which were in very bad condition. We have painted and repainted several buildings and will repaint more soon. Since January of last year we have furnished nearly every school in the county with patent desks, blackboards, etc., and we have much more to do in building and repairing before our school buildings will be what we would like for them to be. We are not maintaining as many schools as we maintained two years ago, for the present Board is working for the educational betterment of the county, in place of trying to gratify personal and political aggrandizement, which can be the only reason for placing school houses so near each other. We hope to do more consolidating in the future; in this way we can lengthen terms, pay off indebtedness, improve schools and place comfortable buildings wherever necessary to maintain a school to take the place of the poor and uncomfortable houses which were mentioned in the last bi-ennial report as magnificent buildings.

SPECIAL TAX DISTRICTS.

Two new districts have been established since January of last year, making a total of eight in the county. Three have been enlarged, which add much to making the schools within these districts better. Special district funds are being used to supplement salaries, enabling us to get a better class of teachers, lengthen terms, transport pupils, repair buildings, etc.

ELECTION FOR BONDS.

We will soon hold an election here at MaClenny to vote

bonds for a new building and equipment, which will add very much to the opportunities of the children in this district.

All special tax districts are in good financial condition, with one exception, and this district owes a very small amount.

HIGH SCHOOLS.

The high schools reported in the past do not come up to the standard set by the Convention of County Superintendents and High School Principals held at Fort Myers in March of this year. I hope to establish one this year and think that more can be established within the next two years. However, I can not be too sure, for I am determined that all reported as high schools shall do thorough and efficient work.

TEACHERS.

I am rather proud of the advancement made in the teaching force of this county. Until recently the certificate was all the requirement necessary, but that idea is rapidly passing away. Until recently in schools of more than one teacher, the primary grades were generally in charge of the youngest, most inexperienced and poorest prepared teacher in the school; now, nearly all primary teachers in the county have had professional training, and it is our aim to raise the standard of our primary teachers still higher. We have a few teachers this year who have degrees from recognized colleges and universities, and I hope to enlarge this number next year. We are striving to put the best class of teachers possible in our rural schools, and I am glad to say that we have made some improvement along this line.

We have been able to get a sufficient number of teachers to supply our schools.

Efficiency will increase with the rapidity with which

we place competent and well prepared teachers in our schools. For this reason I would be very glad to see the present examination law so amended, or a new one substituted, that would enable school officials to determine a teacher's ability to teach, rather than give applicants for certificates a physical test.

Last year we had only one teacher to attend the Summer Normal; this year several attended, and all seem well pleased with the work done there. I would have been glad if a larger number had gone.

FINANCE.

The County Fund is in debt. We are carrying over an indebtedness of \$5,958.18, which is about \$500.00 less than a part of this indebtedness this year. Though we are in we carried over last year. I think we will be able to pay debt, we have always maintained a good credit and teachers have never been forced to discount or hold warrants, which have always been paid upon being presented to the Treasurer or local banks.

Special tax districts are in good financial condition, with one exception, and this district owes a very small amount. I would be very glad if we could consolidate more schools and create districts, for they are superior to rural schools in this county.

VOCATIONAL WORK.

We believe the school house should be the clearing house of every activity in the community, that its influence should be felt at every angle of community life, our endeavor is to organize the opportunities of the district for the benefit of the child; therefore, we have organized boys' Corn Clubs and girls' Canning Clubs. The number enrolled in the canning clubs this year is rather small on account of getting the work started late. We are well

pleased with the results this year in the canning and corn clubs, considering the extended drouth which has greatly affected all crops in this part of the State. We hope the commission recently appointed by the State Superintendent to make a survey of the social, economical and industrial conditions of the rural districts will make a careful survey and that much good will come from this work.

TEXT-BOOKS.

We should have begun using these books immediately after the passage of this law, as contracts expired about the time of the enactment of this law, but the Superintendent took very little interest in making the change, therefore the books did not come into general use until since January of last year. Pupils are fairly well supplied at this time, and I had some trouble to get local agents to handle the books on account of the small profit to be derived from handling them, but now I have this matter adjusted and local agents keep fairly well supplied with books. Our greatest trouble recently has been the delays in transportation, which I hope can be adjusted in a way that would cause transportation companies to be prompt in their delivery of books.

OUTLOOK FOR THE FUTURE.

Educational conditions here are better than they have ever been, but there is much to be done before they will have attained the standard that we want to see the schools of this county reach. It is our aim to give the children of this county the advantage of as good schools as are to be had in this State. Therefore, we have a task of great magnitude before us.

I can not refrain just here from mentioning, in my

judgment, the necessity of a compulsory attendance law in this State.

Very respectfully yours,

W. A. DOPSON,
County Superintendent.

BRADFORD COUNTY.

Hon. W. N. Sheats,
State Superintendent.

Dear Sir:—Herewith I beg to submit a summary report of the schools of Bradford County for your Biennial Report.

HIGH SCHOOLS.

In the last two years we have been able to bring two schools, Starke and Lake Butler, to the standard of Senior High Schools with over twenty-five in each school in the High School grades. Starke promoted twenty-six to the High School grades, Lake Butler thirty-seven at the close of last term. Raiford and Lawtey have each promoted sufficient numbers of pupils to rank as Junior High Schools, and the promotions have been based on thorough grading and efficient work in the grades, both will open as Junior High Schools for the coming term. In my field work I have felt that this is the only sound way in which we can bring our boys and girls to a higher plane of efficiency. It is perfectly clear in results when it comes to turning out teachers. Any boy or girl who has gone through the ninth and tenth grades of a properly taught Senior High School can obtain a certificate far easier than one who is wasting time in the ordinary Certificate Schools, or so-called Normal Schools. Tracing the results still for effectiveness I find that I get better all-round teaching from a second grade teacher of a properly taught Senior High School than I do from a large majority of

first grade teachers of four years back. One of the results of our two Senior High Schools, which is a matter of pride to our county, is that we have more young men and women in college now than perhaps in any aggregate number of ten years combined of the past educational history of the county. It is evident that we must look to these properly conducted, properly graded and, above all, properly taught High Schools for not only our teachers but for our useful and successful men and women of the future.

NEW BUILDINGS.

Our school children are increasing the enrollment rapidly and our finances are sadly hampered to furnish adequate school house facilities for them. Most of the old houses have been repaired and the Bonded Districts are building new houses, modern and ample for proper sanitary accommodations. Starke is building an elegant \$30,000 building. Raiford has sold bonds for an \$8,000 building. Lawtey will erect a \$11,000 building. Lake Butler has voted additional bonds for additions to her splendid building, which is already too small for her rapid growth in enrollment.

TEXT BOOKS.

We are using the uniform Text Books. We have three agents handling the text books, who keep ample supplies. The pupils of all the schools are fairly well supplied with books. Three of the Special Tax School Districts furnish the books free for the schools.

SCHOOL FUNDS.

The general school fund of the county is in arrears and is insufficient to meet the growing and rapid progressive needs of the schools. The special district funds

are overdrawn in some of the faster growing schools. In most of the districts, where there is only one school, it is not overdrawn. Bradford has twenty-eight Special Tax Districts.

RURAL SCHOOLS.

Bradford's rural schools, like all of the rural schools in the cotton belt of the State, have suffered from the summer school plan of dividing the terms into two parts and having two teachers in one year. The School Board has recommended a discontinuance of the plan, and it is gratifying to note that many of our communities now will not have a summer term.

COUNTY TEACHERS' ASSOCIATION

We have a County Teachers' Association, which plans to meet monthly. To encourage attendance of our teachers in the summer schools, last year the School Board published a request that all teachers who attended summer schools and made successful preparation for better work in teaching would be given preference of positions. The brightest outlook we have for the future is that a majority of our teachers this summer were in attendance at Gainesville, Tallahassee, or one of the Normal Schools in the State. This, and the fact that Bradford has more young men and women in the colleges now than in all the past, is giving results which every true school officer and school patron or citizen should have as the paramount aim in all school work, get results in benefits to our children and incites them to be better men and women.

Respectfully,

F. G. SCHELL,

County Superintendent.

BREVARD COUNTY.

Hon. Wm. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—In compliance with your request, I take pleasure in submitting the following report:

There is a marked awakening in interest in the schools, in the last two years, and a continuation of growth in the right direction.

HIGH SCHOOLS.

We have not as yet a "Standard" Senior High School in the county; but we have at Titusville a school with seven teachers and twelve grades, having two teachers and twenty-eight pupils in the High School department. It lacks in equipment and laboratories.

Cocoa has a school with six teachers and twelve grades, having two teachers and thirty-five pupils in the high school department. It lacks library and laboratories.

Melbourne has a school with five teachers and eleven grades, having one teacher and eight pupils in the high school department. It lacks library and laboratories.

Eau Gallie has a school with four teachers and ten grades, the Principal doing the high school work and the eighth grade work, with fifteen pupils in the two high school grades. It lacks equipment and laboratories. This year a change will be made, so the Principal will do high school work only.

TEACHING FORCE.

There has been some difficulty in supplying all of our schools with competent teachers. Many changes have been found desirable this year. A great number of third grade teachers have applied for work, but are not en-

couraged. None of that grade coming from outside of the county are employed if it can be avoided.

BUILDINGS.

Most of our old buildings are in a good state of preservation, seven or eight new ones have been built in the last two years, and others enlarged and repaired.

Five new schools were established during the time and requests are now in for the establishment of four more. Equipment is insufficient, but is being added as the money is available for purchasing it.

NO BOND DISTRICTS.

At present there are no bond districts in the county; but two school districts are contemplating a move of that kind, in order to raise money for the necessary enlarging of their houses, grounds, equipment, and teaching force.

TEXT BOOKS.

At the present time the county is changing its text books so as to conform to the State adoption. The Board of Public Instruction has discontinued the free-book system from reasons of sanitation and economy, and arrangements are being made with the local dealers to handle the books.

FINANCES.

The County School Fund consists of the regular tax levy, poll taxes, one-mill State tax, and interest on the State school funds.

SPECIAL TAX DISTRICTS.

The whole county is divided into three Special Tax

School Districts. There is a three-mill tax assessment in each of these districts, which adds about \$7,000.00 to the school funds.

INSTITUTES.

The teachers meet in County Institute for four days, preceding the opening of the schools in the fall. All teachers are expected to attend and take part; and they are paid for the time as though they were teaching that time. Last year the teachers of each School Board District met and formed Reading Circles, for the study of Sabin's Common Sense Didactics, and the discussion of local school questions and problems. Not all of the teachers joined these Circles, but we hope for better interest next year.

Nearly half of our teachers attended the State Summer Normals or were just out of college. Teachers who attend the Summer Normal Schools are preferred to teachers who do not avail themselves of these advantages.

VOCATIONAL SUBJECTS.

Vocational Work is receiving some thought and attention, but at present we are not prepared with teaching force, nor equipment sufficient to offer anything like a systematic course in it. However, there is a prospect of having a course in plain sewing in one school, some work in agriculture, and some weaving and basketry, in another. A great deal of drawing, coloring and hand-work is being done in the grades of several of the schools. Teachers are being directed and encouraged to do more and more of it, and to correlate it more closely with the textbook work, so as to bring the school and home nearer together.

THE OUTLOOK.

The outlook for the schools of Brevard County for the coming year is very encouraging at the present time.

Many new settlers are coming into the county to make homes. They are bringing their families with them. One of their first cares is to furnish schools for their children, and they are clamoring for schools to be established in their communities.

This is awakening a new interest in schools all over the county, and this calls for more teachers, better teachers and longer terms of school. One result of this awakening is an increase in salary for the rural schools, a better grade of teachers, and a longer school term in the one-teacher schools.

We are dreaming of better things for the near future.

Respectfully submitted,

EDWIN E. MACY,
County Superintendent.

CALHOUN COUNTY.

Hon. W. N. Sheats,
State Supt. Public Instruction.

Dear Sir:—In compliance with custom and with your request, I beg to submit the following report of the schools of Calhoun County for the two years ending June 30th, 1914.

HIGH SCHOOLS.

Under the ruling of the Convention of County Superintendents, County School Boards, and High School Principals at their meeting in Fort Myers, Fla., March 10-13, 1914, we have not a single high school. Though in the Blountstown school 9th and 10th grade work are both being done, and has heretofore been considered a Junior High School; but we cannot class it as such under the ruling above mentioned.

TEACHING FORCE.

We are fairly well supplied with teachers, having to go outside of the county for only a very small per cent of our teaching force. As a rule the efficiency of our teachers is not what it should be and what we want it to be, though they are improving every year in the power and ability to do. They are educating themselves better and improving in the methods and art of teaching.

BUILDINGS AND CONSOLIDATION.

We have some good school buildings, but we have a few, especially out in the rural districts, that are becoming very much dilapidated and inadequate; but we are planning to replace these with good, comfortable buildings. In several instances, and with the mutual consent of the people, we have consolidated two of these country schools into one. Within the last six months we have consolidated eight into four. In such communities, where the people are wide-awake to their needs, we expect to build them just such school houses as they want or as we see they need.

We are having all our new school houses nicely painted, and also the old ones that we are not planning to replace right soon. The paint does not only preserve and make the houses last longer, but it makes them more attractive and the people and the communities appreciate them more.

We are also equipping our schools with good, serviceable patent desks, blackboards, charts and maps|

SPECIAL DISTRICT BONDING LAW.

We highly approve of the Bonding Law. We have bonded one district, Port St. Joe, in the sum of \$3,500 for the purpose of building. With this and a supplement from the county we intend erecting a four-room school building where there is now only a small two-room cottage worth about \$300.

The people are talking very favorably of bonding the Blountstown district for about \$25,000 with which to build an adequate six-room brick school house. We think this will materialize and that we can give you an account of it in our next bi-ennial report.

THE UNIFORM TEXT-BOOK LAW.

While we do not approve of the Uniform Text Book Law so much, yet we do not have any criticisms to offer. Our pupils are fairly well supplied with books. Our local agents are handling the business the best they can. We have a book list printed which we send out with the registers to the teachers; and we instruct them, when the local agents are out or cannot furnish the books, to order them from the book house. So the text-book problem does not worry us very much.

FINANCES.

Our general school fund is and has been somewhat behind, making it possible for us to run our 1913-14 and 1914-15 schools only four and six months. But we hope, beginning with the 1915-16 scholastic year, to maintain our rural schools five months and our grade schools eight months.

SPECIAL TAX DISTRICTS.

We have fifteen Special Tax School Districts and the most of them, financially, are in very good shape—only a few slightly in debt.

NO TEACHERS' INSTITUTES.

We have no organized Teachers' Institute, but we hope to have in the near future. After this year we hope to

show a greater attendance in the State Summer Schools.

OUTLOOK.

In conclusion we would like to state that we are very well pleased with the future outlook of our schools. If we can succeed in carrying out our plans, we expect to place the schools of Calhoun county on higher planes of efficiency.

J. FLAKE DURHAM,
County Superintendent.

CLAY COUNTY.

Hon. W. N. Sheats,
State Superintendent.

Dear Sir:—In compliance with your request I hereby submit the following report in regard to the public schools of Clay County.

HIGH SCHOOLS.

We attempt one high school only. It is located at the county seat and is open to and patronized by the entire county. Seven teachers are employed, two of whom do high school work. The enrollment last term was as follows: Eleven in the 9th grade, ten in the 10th, three in the 11th, and four in the 12th. Entire enrollment, counting "comers and goers," 287. General average, 187.

TEACHERS.

Experienced teachers are entirely too few to meet the demands. Third grade certificates are entirely too easy to obtain. The life of a third grade should be limited to

one year without renewal. I do not think much of your pet scheme of appointing a board of examiners. If it is bribery you are looking for, it is easier on general principles to fix three than fifty. I find by comparison that a second grade license in Georgia is barely equal to a third grade in Florida. If our examinations are as rotten as you claim, why do theydodge so? Amend but don't repeal.

BUILDINGS.

There seems to be no end to the demand for new buildings in the rural districts. Education has created a demand that taxes our resources. We have been able to reduce the cost of buildings and secure better workmanship by buying machine-made window frames, sash, weights and cords to match. Creosote is the cheapest paint extant. The National Pulp & Turpentine Co. of Green Cove Springs furnishes the creosote at the plant at fifty cents per gallon and ten gallons will paint a school house. It is as easy put on as whitewash. Trimming with pure white paint gives the building a dressy appearance which pleases the patrons. The creosote is furnished in any shade, brown making the most pleasing appearance. The high school building in Green Cove Springs is now too small for the town, with no relief in sight. Circumstances forced the trustees to spend all their money and go in debt for a play ground. When the present indebtedness is met, we will bond and build the twin building as originally planned.

TEXT-BOOKS.

Our text-book contract expires even date with the State Adoption. By buying the Georgia and Alabama editions we have a very advantageous contract. No up-to-date educator expects a cheap geography. No up-to-date geography is on the bargain counter. I know of no rule in

ethics that entitles every book agent to a share in the swag. If one firm had the contract for the State the cost would be reduced. "All Trusts look alike."

SPECIAL TAX DISTRICTS.

We have done no business under the new law. The entire county is in seven special districts and pay a 3-mills tax. This condition will of necessity obtain indefinitely in all, save Green Cove Springs, which will have to expand to meet conditions.

FINANCES.

We make a levy of $6\frac{1}{2}$ mills for school purposes, which meets all demands and reduces the indebtedness on the high school building.

Some of the special districts are in debt. Some are out of debt, and some have money. South Clay donates \$10 for contingent expenses for each school, \$100 for each new building, and ceils about two school houses each year. The Trustees have bought each school an eight-roller map, a globe and a New International Dictionary. The other schools are not so well fixed.

TEACHERS' INSTITUTES.

Owing to the topography of the county it has been deemed unwise to require the rural teachers to collect at the county seat.

SUMMER SCHOOLS FOR TEACHERS.

Gainesville and Tallahassee have been neglected, but Madison School has been highly favored. When the extension of certificates at the two former schools has been understood the tide may turn. The possibility of a

rural teacher closing school and pulling off a stunt, at Madison School prior to the June examiantion, may have something to do with the patronage.

VOCATIONAL WORK.

We do not attempt vocational training. Are not able to put it on first class—anything else is a menace. Etymology and Syntax are of more importance than a smattering of so-called vocational training. Industrial Schools, at best, can be established only at intervals.

OUTLOOK.

The field for hard work is vast. The County Superintendent has two thorns in his flesh all the time, the patron who says that what I had is good enough for son, and the professional wind-jammer who finds fault but offers no remedy—he has none.

Any one can find fault, but it takes brains to construct.

Respectfully submitted,

W. H. BIGGS,

County Superintendent.

COLUMBIA COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—In compliance with your request for a general report of the Columbia County schools for your Biennial Report, I beg to submit the following:

SCHOOL BUILDINGS.

During the past two scholastic years we have built seven

frame buildings for white and two for negro children, at an approximate cost of \$10,500, and have spent over \$3,000 in repairs and painting school buildings. All school houses for the white children are equipped with patent desks and good blackboards and other necessary appliances; buildings for the negro children in most districts have been repaired and furnished, as could be done with school funds now on hand. The buildings erected at Watertown and Columbia are a credit to any community.

HIGH SCHOOLS.

The Senior High School at Lake City has an enrollment of nearly five hundred and is fully equipped in every particular for high school work. It occupies two buildings, a handsome two-story brick building and a splendid two-story frame building. In this school we employ fourteen teachers and maintain the full twelve grades. We have started a Commercial Department, which we hope will aid in holding the boys and girls in schools until they have completed the high school course.

We have several other schools that are doing excellent grade work and are acting well their part in fitting the children for higher education.

NEGRO SCHOOLS.

The Junior High School at Lake City is doing very good grade work, has seven teachers with an enrollment of nearly four hundred pupils. This school has an Industrial Department and other schools throughout the county; this has been made possible by the appropriation from the Anna Jeans fund by Dr. James H. Dillard, president.

REVENUES.

We are levying the maximum limit of seven mills, which will give us nearly \$28,000 in the county school fund. We have ten special tax districts levying about \$8,000; the

State one mill tax and interest on State school fund, amounting to over \$6,000; all the above, with about \$1,500 poll tax, give a total revenue of over \$43,000 for school purposes. We hope to run all schools from six to eight months during the ensuing year.

FINANCIAL CONDITION.

The School Board of Columbia County is in better financial condition than it has been for years. At the close of the school year, ending June the 30th, 1914, our total indebtedness was less than \$2,000. This condition enables us to borrow all necessary funds at a low rate of interest, thereby making it possible to pay teachers and carry on all necessary improvements throughout the county.

TEACHERS AND SALARIES.

The teaching force of Columbia County is the best that our limited money can get and will compare very favorably with that of any other county in the State. It comprises about sixty white and thirty colored teachers, several of whom hold Life or State certificates and many are graduates of normal schools or colleges. Salaries of white teachers range from \$35 to \$175 per month, the average being about \$70 per month, while the colored teachers receive an average of about \$25 per month.

INDUSTRIAL EDUCATION.

We are encouraging Industrial Education wherever possible, organizing clubs among the boys and girls. The club work of this county has met with marked success.

SCHOOL BOARD.

The County School Board is composed of men who seem

to be interested in educational affairs. They deserve much credit for the manner in which they have handled the finances of the county.

CONCLUSION.

I wish to thank the State Superintendent and those associated with him in his office for the many courtesies they have shown me for the past two years, and extend my heartfelt appreciation to the citizens and officials of this county for their loyal support and hearty co-operation in carrying on the educational work of the county.

It is my earnest desire to see the educational interest of the State grow and make rapid strides along all lines.

Respectfully submitted,

J. W. BURNS,

County Superintendent.

DADE COUNTY.

Hon. W. N. Sheats,

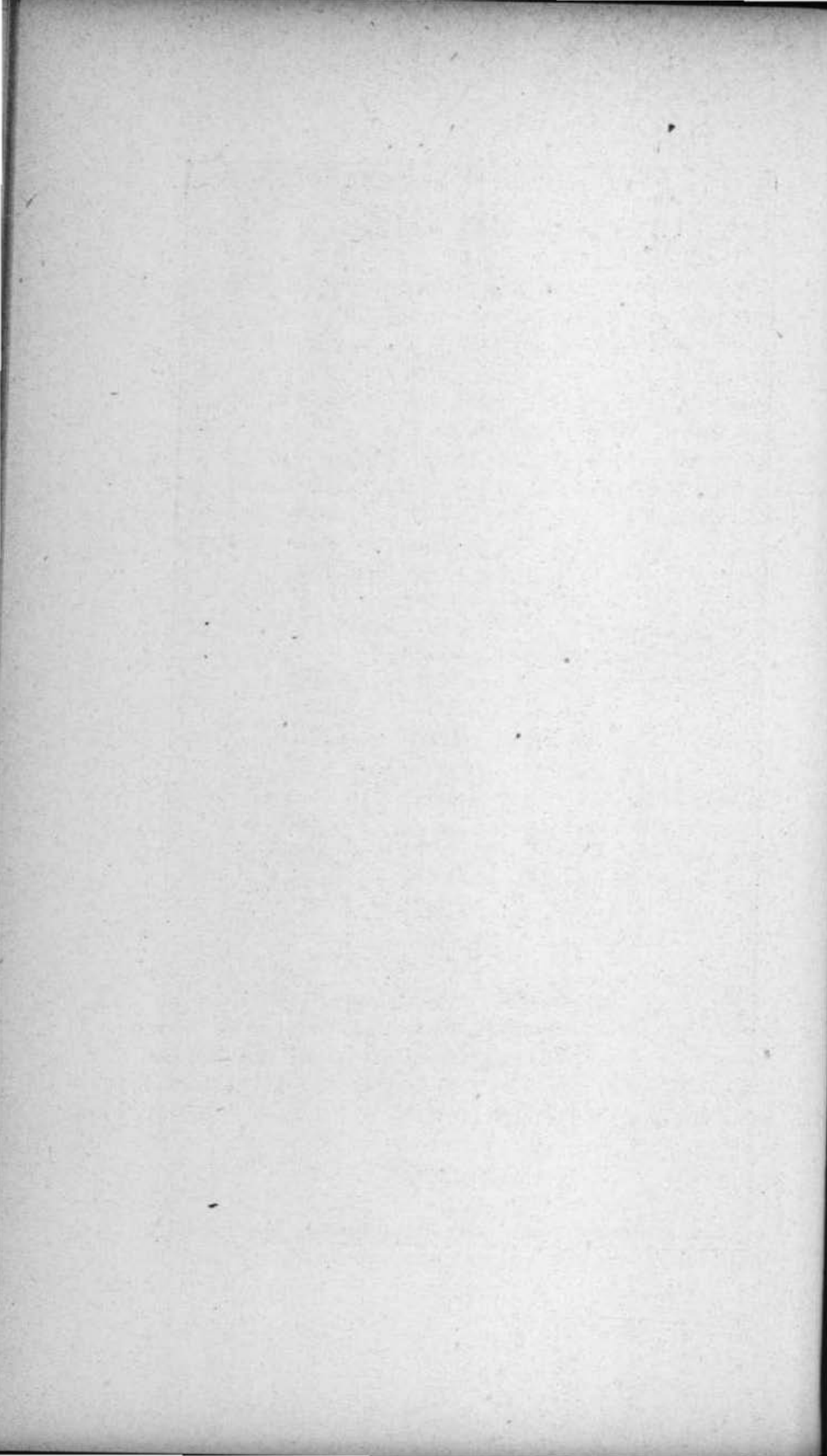
State Dept. of Public Instruction.

Dear Sir:—I beg leave to submit the following general report:

The past bi-ennium has marked the greatest progress Dade county schools have ever experienced in many ways. To give some idea of the activities along the line of new buildings, out of thirty-five white schools and eight colored schools, all the buildings, save two, have been erected within the last decade. All the old buildings have been outgrown, and the two old buildings now being used will be replaced within the next twelve months.



CENTRAL GRAMMAR SCHOOL (DADE CO.), MIAMI, FLA.



SENIOR HIGH SCHOOLS.

We have two Senior High Schools, located at Miami and Fort Lauderdale, with an enrollment of 240 and 30 respectively. The Miami High School has a faculty of ten teachers and offers the following courses: Classical, English-Scientific, Collegiate-Preparatory, Commercial and Home Economics. This school, now housed in the Central Grammar School, will have a separate building for next year, costing \$50,000; it is proposed in this school to have Manual Training and Domestic Science, as well as the regular courses. This school has been placed on the accredited list by the Southern Association. The Fort Lauderdale High School has a faculty of four teachers, and is also doing good work. This school will also have a new building designed to accommodate both high school and lower grades, and will cost approximately \$45,000.

JUNIOR HIGH SCHOOLS.

Junior High Schools are located at the following places. Cocoanut Grove, Homestead, Silver Palm, Dania, and Larikins. All, except Silver Palm, have modern concrete buildings, and the work in these schools is very good.

TEACHERS.

We have not experienced quite as much trouble as usual in securing an ample supply of teachers. At the same time we have endeavored to raise the standard, and require high school teachers to hold State certificates and special certificates in the subjects taught.

BUILDINGS.

As noted in the outset, our buildings are all new with two exceptions, and when the twelve buildings now in

course of erection are completed, we will have a school plant second to none in Florida. All the buildings are equipped with patent single desks, and nearly all have libraries of one hundred volumes and over, dictionaries, globes, charts and maps.

DISTRICT BONDS.

The District bonding law has been a great boon to our county. Six districts have already voted bonds, as follows:

| | |
|-------------------------|-----------|
| Miami | \$150,000 |
| Cocoanut Grove | 15,000 |
| Ojus | 12,000 |
| Homestead | 10,000 |
| Lemon City | 25,000 |
| Ft. Lauderdale | 55,000 |

A Total of.....\$267,000

The buildings are being erected from the proceeds of these bonds, which have been designed by competent architects, with proper precautions for lighting, ventilating and sanitary conveniences.

UNIFORM TEXT-BOOK LAW.

As a rule the pupils are properly supplied with books, but in one or two instances the dealers have been delayed in getting their orders filled.

FINANCES.

Owing to the fact that a large part of Dade County was homestead land, many of our citizens were not taxed for five years after moving into the county. It is sometimes a year or two in all cases, whether homesteaders or not, that

children are sent to school before their parents contribute anything in the way of taxes. This has worked a hardship on Dade county. Our population has increased about thirty per cent. annually for the last ten years. This has put our Board at their wit's end to supply school facilities to the people as fast as they come in. This, together with the fact that we have been compelled to raise teachers' salaries about fifty per cent. in order to secure teachers, has added to the burden.

SPECIAL TAX DISTRICTS.

The whole county is subdivided into Special Tax School Districts, and the full three mills is levied in all of them. The schools are run eight months, and the two senior high schools nine. The result of longer terms has, to my mind, more than justified the extra cost.

TEACHERS' INSTITUTES.

We have a Teachers' Institute which convenes annually the Friday and Saturday after Thanksgiving. All white teachers of the county are required to attend, and I believe that much good has been accomplished.

TEACHERS' SUMMER SCHOOLS.

Owing to the great distance from the educational centers of the State, but few of our teachers attend the State Summer Schools, probably six or eight.

VOCATIONAL WORK.

Vocational education in the way of commercial courses and home economics, has been taught in the Miami High School for three years, with splendid success. Manual training and domestic science will be added to two other

schools during the coming year. We now employ a County Home Economics teacher, who gives cooking lessons in eleven schools, and she also helps the county agent in the Canning Club work.

CONCLUSION.

In conclusion, while I am not entirely satisfied with the work of our schools, I know it is better than ever before, and with the splendid buildings now being erected, with a splendid teaching force, which is being strengthened from year to year, I am sure that Dade County schools have the promise of being as good as the best in the State of Florida.

Yours very truly,

R. E. HALL,
County Superintendent.

DE SOTO COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—I beg to submit, in accordance with your request, a brief report of the present conditions of the schools in DeSoto county and the progress made in the last two years, with some of our plans for the future.

SENIOR HIGH SCHOOLS.

We have three Senior High Schools, each of which has four teachers doing high school work. These schools are located respectively, at Punta Gorda, Arcadia and Wauchula. All three are recognized by the State Inspector as regular standard Senior High Schools. In the past we

have offered only the classical course with science required, which gave our students, who had completed the full course, eighteen college entrance units. Our work has been thorough, as is shown by the stand our graduates have taken in higher institutions of learning.

We are now erecting and equipping modern brick high school buildings at Arcadia and Wauchula, and are improving the building at Punta Gorda, a new concrete structure completed four years ago. Each of these schools is being equipped with the most modern apparatus for teaching Manual Training, Agriculture, Domestic Science, Domestic Art and the other sciences. We are thus endeavoring to give the boys and girls some of the more practical things of life along with the cultural. To take care of these new departments and the increased enrollment we are adding to our teaching force and will have five teachers at Punta Gorda and six each at Wauchula and Arcadia doing high school work.

JUNIOR HIGH SCHOOLS.

There are no Intermediate High Schools in the county and but one Junior High School doing work recognized by the State High School Inspector. This one is located at Bowling Green and has five teachers, one teacher devoting his entire time to high school work. The present building is a wooden structure, but we are now enlarging the district with a view of bonding for about \$15,000 or \$20,000 with which to erect and equip a modern Junior High School building at Bowling Green and to construct other schools in the District.

Next year we will have Junior High Schools at Nocatee and Avon Park, where we now have modern brick buildings under construction. Sebring has also voted bonds to erect a Junior High School at that place, which we hope to have completed before the end of the present school year.

BUILDINGS AND BONDS.

Arcadia Special Tax School District No. 1 voted bonds for \$75,000 for constructing a brick high school building at Arcadia, approximate cost, with equipment, \$57,000, to be completed this year; remodeling present concrete building, which is to be used as Grammar School, and fixing up the school grounds, \$5,000; to construct and equip a Rural Graded School at Venus, \$8,000; the remainder of the issue to be used for other schools in the District.

Avon Park Special Tax School District No. 3 voted bonds to the amount of \$25,000; \$20,000 of which is to be used for erecting and equipping a Junior High School at Avon Park, the building to be completed for this term of school; the remaining \$5,000 is to be used for constructing rural schools in the District.

Wauchula Special Tax School District No. 5 voted bonds to the amount of \$25,000; \$10,000 of which is to be used for purchasing a brick Grammar School building and lot, the remaining \$15,000 to be used for erecting a new high school building and equipping the same, the building to be completed for this term of school.

Nocatee Special Tax School District No. 6 has voted \$15,000 to erect and equip a Junior High School building at Nocatee, which building is to be completed sometime during the year.

Sebring Special Tax School District No. 37 has voted bonds to the amount of \$17,500 to be used in building and equipping a modern Junior High School building at Sebring, same to be completed this year.

Total amount of bonds voted during the last twelve months, \$157,500. Other districts within the county will probably vote bonds for from \$40,000 to \$50,000 during the next twelve months.

We have either under construction, or have completed during the past two years, ten frame buildings ranging in cost from \$400 to \$1,500, all of which have been paid

for out of funds raised by the community in which they are located, except in one or two instances where the buildings were paid for out of the special district taxes. This method of paying for buildings was occasioned by the fact that the Board found it necessary to curtail the expense of building any school houses out of the general school fund in order that they might be able to increase their teaching force and extend the length of term to seven months. Some of our best small schools have been constructed in this way, and in no instance have we found a community unwilling to bear its part of the expense in the upbuilding of our school system.

EQUIPMENT.

Our schools have had, generally speaking, very poor equipment, but during the past year we have purchased and installed maps, globes and charts in practically every school in the county. We are also trying to place single patent desks in all our schools and supply each school with good blackboards.

Recently the Board has purchased libraries composed of something like one hundred and sixty volumes in a nice oak case with record book, lock and key for same. In these libraries will be found books suitable for every grade in the schools, and many that will be read with enjoyment and benefit by the parents.

These libraries have been purchased for the rural and small town schools, which may be secured by any of these schools that has a suitable building for taking care of them, locks and keys for the doors, latches for the windows, and its grounds cleared of palmetto and undergrowth and a substantial fence around same. The Board agrees to pay one-half the cost of these libraries and to give the local school three years to pay its part.

TEACHING FORCE AND SCHOOL TERM.

Our local teaching force is wholly inadequate. We have to draw fully forty per cent. of our teachers from other counties of the State and some from other States.

We are gradually raising the salaries of our teachers and are paying higher salaries to those who are better preparing themselves and who are not satisfied to continue to teach on a low grade certificate. In this way we are increasing the efficiency of our teaching force. During the past two years we have increased the average length of term for our white schools from 105 to 108 days, and our negro schools from 90 to 100. This does not give the average length of term for each child, as fully 75% of our total school enrollment attend schools having eight months term, due to the fact that many of our schools extend their term out of their district funds.

Feeling that the length of term offered in the past has been too short, the Board is now offering to all schools making an average attendance of 75% of their enrollment for the first five months, an extension of two months out of the general school fund, provided the average attendance for the last two months does not fall below 60%. We thus make it possible for every school in the county to have at least a seven months' term, and as all of them, with the exception of four small schools, are in special districts, it is possible for most of them to extend their term to eight months. We run the High School Department of our high schools eight months out of the general fund, because they are open to children from all parts of the county without charge.

We hope with the extension of our school term to be able to secure more efficient teachers and better results from our school work.

UNIFORM TEXT BOOKS.

Last year we put the State Adopted books into our schools, and while the people were put to some inconvenience and extra cost at the time, I believe in the long run it will be quite a saving to the State. Our patrons, with very few exceptions, willingly purchased the books for their children.

In the past we have experienced some delay in that the book companies were slow in filling the orders sent in by the local dealers, but are avoiding this now by having orders placed sometime in advance.

FINANCES.

It has been the policy of the Board to run the schools without going in debt. We closed the present school year with a net cash balance of \$8,208.49 in the general and special tax district funds together, which will be more than doubled when the delinquent taxes have been paid.

SPECIAL TAX DISTRICTS.

We now have thirty-seven Special Tax School Districts, each levying three mills, and we have called an election to establish the thirty-eighth. These cover the entire county, with the exception of a few scattering sections which are being voted into some of the already established districts.

TEACHERS' INSTITUTES.

Each year we have held our Teachers' Institutes on Friday and Saturday after Thanksgiving. Last year we invited Lee and Polk Counties to meet with us. On this occasion we had present five teachers from Lee county, forty-five from Polk, and one hundred and twenty-five of our own teachers. Captain Geo. M. Lynch, State Rural

School Inspector, had charge of the Institute. Those present declared it to be the best ever held in the county.

VOCATIONAL WORK.

The past year we employed an agent for the Boys' and Girls' Club-work in the county. A number of boys and girls took advantage of the opportunities offered and made quite a success of their work. I believe in time the public in general will give its support to work of this kind, which it certainly deserves.

This fall we will introduce the vocational departments into all our high schools, and are building rural schools with a view to putting in this work.

ATTENDANCE.

You will note from my Annual Report that we now have enrolled 4,692 children, with an average attendance of 3,296. This is an increase of 35% in enrollment and 32% in average attendance for the past two years; we expect this increase to be greater during the next two years. I am sorry to say that the attendance does not increase as fast as the enrollment, but this is due partly to the fact that new people move in after the school has commenced.

COMPULSORY LAW.

We hope to see the next Legislature pass a compulsory school law, which I believe is the only remedy for non-attendance.

CONCLUSION.

Sometime during the year the county is to have a fair, and we are planning to have a school exhibit at this time. A number of concerns have given valuable prizes to be

awarded at the County Fair to schools for beautifying their grounds, etc. In this way we hope to get all our school grounds fenced and beautified, thus making the school the most attractive place possible and the center of community life.

DeSoto County is fortunate in having a progressive School Board who are doing all in their power to better the conditions of every school in the county and I hope with their aid to make our schools second to none.

Respectfully submitted,

JAS. O. BICKLEY.

County Superintendent.

DUVAL COUNTY.

Hon. W. N. Sheats,
Supt. Public Instruction.

Dear Sir:—In answer to your request for a report covering the progress of the public schools of Duval County for a period of two years, beginning July 1, 1912, and ending June 30, 1914, I beg to say that I can add little to the statistical reports filed in your office the first covering the school year of 1912-13, the second covering the year, 1913-14.

NEW IN OFFICE.

I was commissioned by the Governor, Superintendent, December 13, 1913, to succeed Hon. J. Q. Palmer, resigned, and consequently had only a short time in that year to study the system and to observe the work of the schools. It is evident that I have had little opportunity to do this the present term, as the schools have been running only a few weeks, but such study of conditions as time and opportunity permitted, led me to the conclusion that the most apparent need in this county to make the schools

more efficient, was a greater number of teachers with liberal education and trained in the art or profession of teaching.

TEACHERS' SUMMER SCHOOL.

While I was aware of the fact that the summer school, for reasons that are patent to all, could not be expected to furnish either in anything like full measure, I was strongly convinced that it would help, and I therefore recommended that the Board adopt, for a time, the policy of conducting such a school to be opened to all the teachers of the county. The recommendation was adopted, and on June 22nd the Duval County Summer Training School opened and continued for a period of six weeks with practically ninety per cent of the teachers in attendance, and I was satisfied with the result that better work is being done throughout the system.

TWO CITY SUPERVISORS.

Owing to the great number of schools in the county, I found it impossible to supervise closely the work of all of them, consequently I recommended to the Board of Public Instruction that two supervisors be employed to assist me in the Jacksonville schools, one for the primary grades and one for the intermediate and grammar grades. The recommendation was approved and the supervisors employed have begun the work, which is expected to increase greatly the efficiency of the schools of Jacksonville and also to prove a benefit to the rural schools, in that the Superintendent will be able to devote more of his time to their supervision.

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MUSIC AND SEWING.

Embodied in the recommendations providing for supervisors mentioned above, there was also a recommendation

that music and sewing be added to the course of study and that competent supervisors be employed to instruct the teachers in these branches and to direct the work of the grades. This recommendation was likewise approved, the two subjects added, and the supervisors employed. With instruction in manual training, which was given for the first time last year, the elementary schools of Jacksonville can claim to be on a par with modern systems the country over.

ONE HIGH SCHOOL.

The Duval High School is the only high school, strictly speaking, in the county. The work of this school is of a high order, its faculty being unexcelled in any secondary school in the country. In its curriculum are to be found, in addition to the subjects usually taught in high schools, courses in Domestic Science, Domestic Art, in Millinery, Mechanical Drawing, and Manual Training. Equipment of the most modern type has been installed to accommodate the work of these departments.

THE RURAL SCHOOLS.

The rural schools of the county are housed in good, comfortable, framed school buildings, and a majority of them are conducted for a term of eight months—the same length of term enjoyed by the Jacksonville schools. In fact, there is no discrimination in this particular, when the rural schools maintain an average to justify their continuance. Further, as an inducement for the better rural teachers to remain in the rural work, a difference in their favor is made in salary. The county maintains several consolidated schools, transporting pupils to them for several miles around, at considerable expense. In this way a longer term is possible, and usually under more competent teachers.

TEACHERS AND SALARIES.

A glance at my last report will show that there were employed in the schools of Duval County the school year ending June 30, 1914, 330 teachers. Of these, 240 were white and 90 colored. The average salary paid these was as follows: Males, white, \$141.56 per month; female, white, \$63.42; male, colored, \$60.50; female, colored, \$37.90.

ENROLLMENT AND AVERAGE ATTENDANCE.

The average term in the county was seven and one-half months for white schools and six months for colored. There were enrolled 8,045 white children and 3,992 colored, making a total of 12,537 pupils enrolled. The average attendance for the whole county was 9,496.

SPECIAL TAX DISTRICTS AND BONDS.

There are at present no special tax school districts in the county. Many years ago two districts were established, one embracing the territory included in the city limits of Jacksonville, the other the rest of the county, that is, that part of the county lying outside the limits of Jacksonville. No tax had been levied upon the property of either of the districts for years; recently they were abolished to make way for a new district with Jacksonville as the center and taking in the surrounding territory or suburbs. This proposed district is to be voted upon December 1st, probably before this report is put into print. It is proposed to issue bonds upon the new district in the sum of one million dollars to build modern, fire-proof school buildings.

STATE BOARD OF EXAMINERS.

It is apparent to those familiar with our school laws, especially as pertains to the examination and certification of teachers, that changes could be made that would aid greatly in the raising of standards of instruction in the public schools, and it is hoped by all interested in the progress of education in the State that the State Superintendent's plan for State Board of Examiners will meet with favor at the hands of the Legislature to convene in the spring.

Yours truly,

F. A. HATHAWAY,
County Superintendent.

ESCAMBIA COUNTY.

Hon. W. N. Sheats,

Dear Sir:—Complying with your request of July 29th for a general report of Escambia County schools, I hereby submit the following:

HIGH SCHOOLS.

We have in Escambia County one Senior High School, one Intermediate High School, and four Junior High Schools.

The Senior High School at Pensacola had seven teachers during the past two years, with an enrollment of 163 for 1912-1913, and 200 for 1913-1914. This represents strictly a high school enrollment, since all grades below the ninth are taught in the grammar school and the primary schools of the city. Prof. W. S. Cawthon was for five years the very efficient principal of this school, resigning at the close of the last year to go to the State

University. He has been succeeded by Prof. B. B. Lane, under whose administration the High School has had a very successful year. For 1914-1915 a still further increase in the enrollment is expected; the number of teachers has been increased to nine, and Prof. Wm. Tyler has been made Assistant Principal. Courses are offered in the departments of English, Mathematics, Latin, Science, History, French, Commerce, Domestic Science and Education, the instructors in each department being specialists in their respective lines. The Commercial Course is especially strong, covering four years of work, and the graduates in this department are filling important positions in the city. The courses in Domestic Science and Education are to be offered for the first time with the opening of school in September.

The Intermediate High School at Muscogee has done efficient work. The enrollment the past year was twenty-five in the ninth, tenth and eleventh grades, with ninety in the grades below the high school. For the next year two teachers will be provided for the high school and three for the lower grades.

The Junior High Schools are located at Century, Bluff Springs, Roberts and Ferry Pass; at Century there were six pupils in the ninth grade; at Bluff Springs, four in the ninth grade and two in the tenth grade; at Ferry Pass, five in the ninth grade; at Roberts, two in the ninth, three in the tenth, two in the eleventh and two in the twelfth grades.

SPECIAL TAX DISTRICTS.

The efficiency in these schools, as to equipment and improvement of teaching force, has been increased by the efforts that have been made since November, 1913, for the organization of special tax districts. All of the high schools are now in a special tax district except that at Pensacola, and here a campaign is being organized and

petitions are ready for circulation; it is the present intention of a committee of citizens to hold this election sometime during the next school year. Special tax districts exist now to the number of ten—at Muscogee, Bellview, Molino, Walnut Hill, Roberts-Gonzalez, Ferry Pass, Quintette, Century, Bluff Springs-Byrnsville, and Goulding-Brent-Olive. All of these have been established within the past year; several other communities are seriously considering the question.

TEACHING FORCE—SUMMER SCHOOL.

The teaching force of this county is steadily improving. We still have some difficulty in securing teachers, but the supply has been increased by the Summer School established in 1913, and has now just closed its second term, and the efficiency of our regular force has been greatly increased thereby. For 1913 the faculty of this school was Prof. B. B. Lane (principal), Prof. M. L. Neal of DeFuniak Springs, and Miss Cora Giffin of Lakeland; for 1914 it was Prof. B. B. Lane (principal), Dr. W. E. Knibloe, of Tallahassee, and Miss Cora Griffin of Lakeland. The enrollment for last year was seventy-five, this year one hundred and six.

CERTIFICATES OF TEACHERS.

Two principals last year held State certificates. Nearly all of the city high school teachers have qualified under the regulations of the State Department of Education requiring Special certificates for the subjects taught, and the others will have so qualified before the opening of the school in September. Nine teachers in this county hold Primary certificates, four of them being life certificates.

Twenty-seven white teachers hold First grade certificates, also three colored teachers. Second grade certificates are held by sixty-six white and seventeen colored teachers, while thirty-eight whites and twenty-seven colored teachers have third grade certificates.

BUILDINGS AND EQUIPMENT.

The organization of Special Tax Districts will enable us to improve our buildings. Two buildings have been erected and one enlarged. Enlargements and improvements are underway or contemplated for four buildings, two of them in Pensacola. The rapid increase in number of pupils within the city will necessitate more buildings for high school, grammar school and primary schools during the next two years.

The equipment in the schools is generally good, though not always adequate, yet it is being gradually improved and increased. The Board has found it necessary to go in debt for both buildings and equipment; and it is here that the organization of special tax districts will prove our salvation.

BONDING LAW.

No districts have yet taken advantage of the Special District Bonding Law.

TEXT-BOOKS.

As the contracts of this county for text-books have just expired, the uniform text-book law has just become applicable; local agents are making arrangements for supplies of books.

TEACHERS' SUMMER SCHOOLS.

The attendance of our teachers at the State Summer

Schools has not been as large for the past two years as previously, our Summer School having provided expert instruction in methods of teaching, as well as in theory and practice of teaching, each of the branches usually pursued for certificates having been taught this past summer with the greater emphasis being placed on the best manner of teaching efficiently such branches in the grades. In primary work a model class was conducted. Many of our teachers have attended other schools, both in and out of the State for special work.

OUTLOOK.

With the increasing general interest of the people in their schools, and the efforts they are making to improve them by the establishment of special tax districts and the maintenance of very effective Parent-Teacher organizations, the outlook for the next two years is good. We are expecting many notable improvements in Escambia county.

Respectfully admitted,

A. S. EDWARDS,
County Superintendent.

FRANKLIN COUNTY.

Hon. W. N. Sheats,
State Supt. Public Instruction.

Dear Sir:—In compliance with your request, I have the honor of submitting herewith my report of the condition of the schools of Franklin County for the past two years.

ENROLLMENT.

The enrollment of pupils has not materially increased, but the average attendance, as compared with previous years, has been better.

The enforcement of the Child Labor Law, passed at the last session of the Legislature, will cause quite an increase in our enrollment and attendance. Especially is this true of the negro graded school of Apalachicola. In my opinion, this is an excellent law, and, if it is properly enforced, the result will be for lasting good in all of our schools.

SCHOOLS.

We have seven white and two negro schools in Franklin county. We have one Senior High School located at Apalachicola, and one Junior High School located at Carabelle. Both of these high schools are for white pupils and are doing excellent work.

RURAL SCHOOLS.

Each of our five rural schools is very small, and, on account of their distance apart and their separation by bays, rivers, etc., it is absolutely impossible to consolidate any two of them. However, we are doing our very best for these schools and the results obtained are very satisfactory, considering the fact that the only teachers we are able to secure for them are young and without experience. And believing, "as is the teacher, so is the school," and that nothing can take the place of the teacher, I wonder how we can hope for the best results in any school where the teacher is often lacking in scholarship and the guiding principles of teaching.

PUBLIC SENTIMENT AND BONDS.

It gives me pleasure to report rapidly growing interest among our people for better schools. On the 5th day of last May we carried an election in Apalachicola, three to one, for the establishment of a special tax school district and a three mill levy. On the 5th day of November we

held an election for the issuance of \$30,000 of twenty-year five per cent. bonds for the purpose of building and equipping a new school building in Apalachicola. This election was carried in favor of the bond issue by more than three to one. The ratification of these bonds is now pending. At the present time we have two special tax school districts, the other of which is at Carrabelle. Fully 95 per cent. of our people live within these two districts, and they embrace seven of our schools.

NEW BUILDINGS.

Since my last report we have built two new school buildings. One frame six-room building for the negro Graded School of Apalachicola, at a cost of \$2,500. The other one is a small one-room building.

TEACHERS AND SALARIES.

We endeavor to employ the best teachers obtainable for the salaries we are able to pay. Our preference at all times is for college and normal trained teachers with experience. Salaries paid white teachers are from \$35 to \$135 per month, negro teachers are paid from \$25 to \$60 per month. We are making efforts each year to stimulate teachers to better fit themselves for their work. We urge them to attend the summer training schools, and we propose from now on until we have reached the maximum to raise the salaries of those of our teachers each year, who attend our summer schools and specialize in the work for which they are appointed. Those who fail to avail themselves of these great opportunities, which the State offers them, will finally fail to receive consideration when appointments are made.

FINANCIAL CONDITION.

I refer you to my annual report for financial data. For county purposes we levy the maximum of seven mills. We keep our warrants at par by borrowing from banks at 8 per cent. This makes the total for interest quite large. A great part of this interest would not have to be paid if the taxes were collected promptly. Our Board did not get a final settlement for 1912 taxes until January, 1914.

LIBRARIES.

We have enlarged the libraries of our high schools since my last report. There is more interest being taken in libraries than ever before.

SPECIAL TAX DISTRICTS.

As previously mentioned in this report, we have two special tax districts. These two districts comprise all of the eastern and western parts of our county, leaving only the central portion in which there are only two small schools, yet to be made a special tax district.

COMPULSORY SCHOOL LAW, ETC.

The need of a practical compulsory school law is becoming more acute, and we should no longer delay the taking of this educationally progressive step. Why not pass a law permitting the county school boards to borrow money from the State school fund? I am informed that this money is now being loaned to other States at a very low rate of interest, while our counties are forced to pay seven and eight per cent.

CONCLUSION.

In conclusion I take pleasure in congratulating you on your principles in every department of your duties. Accept my thanks for the courtesies and co-operation I have received from you during your term of office.

Respectfully submitted,

A. A. CORE,
County Superintendent.

GADSDEN COUNTY.

Hon. W. N. Sheats,
State Supt. Public Instruction.

Dear Sir:—I herewith submit my data for your Biennial Report, as per your request.

SUPERINTENDENT J. R. KEY.

Having held this office only three months, I am made to feel more keenly my own inexperience in many of the duties incumbent upon me, and had it not been for the efficient service of the lamented Superintendent Key, my task would have been arduous indeed.

The general educational conditions of the country are good, though there are many ways by which conditions might be improved upon. Still, there has been a gradual increase of interest among our patrons, largely due to a marked degree of greater efficiency on the part of our teachers during the last few years.

HIGH SCHOOLS.

We are aiming at one Senior High School for the entire county to be so equipped and furnished as to meet all the

requirements of a first rank Senior High School; and it is our aim further to induce all of our Junior and Intermediate High Schools throughout the country to encourage all their graduates to attend our Central High School where they may be fully prepared for college. This High School we have at the county seat, and it very closely approximates an ideal at present.

NEW IN OFFICE.

Having been appointed to this office about three months ago, and it coming at a most busy season, it is with difficulty that I have found time to get together this material. The needs of our schools, however, are not unknown to me, because I have been teaching in this county for the past eleven years, during which time I have had the privilege of seeing some improvements in our public schools. Every foot of land in the county is included in some school district, and the maximum tax is being levied.

More and more the one-teacher schools have been consolidated, until now there is scarcely a locality in the county in which a graded and junior high school is not accessible to the pupils.

FINANCES.

Gadsden county finances are in an excellent condition, and such a thing as a teacher having to wait for his salary is almost unknown.

The spirit of progress is in the air and the people are enthusiastic over the public schools. Our teachers are banded together in an Association, and we have monthly meetings where able men address us on points of vital interest to the modern teacher.

Encouragement is always given to the teacher seeking or holding a high grade certificate, but we are sometimes alarmed at the holders of such high grade certificates, who

come to us from other counties and who prove to be so poorly educated and so poorly prepared to do good classroom work. We are glad to see a premium being put on the *prepared teacher* by the State, and we hope our State institutions will more and more refuse to admit any to their halls who are not graduates of senior high schools.

In so many places the pupils are leaving the high school and going to college, thus weakening the high school and forcing our institutions of higher learning to do work for which they were not established. We think the best ends of education could be furthered if these institutions had no preparatory departments and should cease forever from competing with the county high schools.

BUILDINGS.

Our school buildings are comfortable and well furnished; and as we erect new ones we are careful to make provisions not only for our present needs, but also for the needs of the next generation. When we order desks it is the adjustable kind, and our blackboards, etc., are of the best material.

TEXT-BOOK LAW.

The Uniform Text-Book Law has proven a blessing, in that it has provided us with some excellent texts we were not then using, and in lowering the price generally, but it has worked a hardship where the people were satisfied with the books they were using, and where they gave them up with great reluctance. Thus in many places the pupils were not all supplied with the same kind of texts, nor did they always exert themselves to secure the new ones. Our local agents usually keep the books, but they have to handle them on so small a margin that they are not very careful about having a full supply on hand, and it is not unusual for quite a long delay to thus be caused.

TEACHERS' SUMMER SCHOOLS.

The majority of our teachers attend Summer Schools, and most of them attend the State Summer Schools. The extension of county certificates seems to appeal to them specially. And I hope Florida will more and more provide for the needs of her teachers, so that the young teacher may not be forced to use his meagre earnings for railroad fare to institutions in other States.

We are watching with pride the progress being made in every section of Florida, and shall see to it that Gadsden county is not in the rear of the procession.

Respectfully,

CHAS. H. GRAY.
County Superintendent.

HAMILTON COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—Complying with your request to furnish a report of the public schools of this county for the past two years, I beg leave to submit the following report:

BUILDINGS.

We have built seven school houses in the rural districts during the past two years. These houses are all one-room buildings. They are painted and furnished with good patent desks and hyloplate blackboards. We have done some repairing. The greater part of the repairing has been done at Jennings and Jasper. We have a good school building in almost every district in the county, and they are all furnished with patent desks and hyloplate blackboards.

LIBRARIES.

We have no libraries in our rural schools. There is a small library in the Jasper school. We believe in libraries in all of the schools, but we have failed to find any method of protecting libraries or other school property. Under the present statutes of the State there is no remedy against trespassers on school property, provided the trespasser is enrolled as a pupil in the school. There is practically no remedy where the trespasser is not enrolled in the school. Until our statutes are so amended that school property will be protected from all trespassers, whether teacher, pupil, patron or any other person, I regard it as a needless expenditure of money to furnish every school with a library.

TEACHERS.

We are fortunate in securing all of the teachers that we want. Our teachers, as a general thing, are progressive and do their work satisfactorily. We pay \$40 per month to all of our rural teachers. Of course, we pay better salaries in the high schools. We pay our teachers in money monthly, and we find that to be very satisfactory with them.

STATE CERTIFICATES FOR HIGH SCHOOL PRINCIPALS.

The rule passed by the State Board of Education, requiring principals of high schools to have State certificates or special certificates, has caused a little inconvenience, but I believe that it is a good rule. I see no reason why a teacher should object to an examination on the subjects that he intends to teach.

SPECIAL TAX DISTRICTS.

We have one school that we are calling a Senior High

School, and two that we call Junior High Schools. We have forty-four white rural schools and sixteen colored schools.

All of the schools have a five months term, but we divide the term into a two months summer and a three months winter term. The high schools, each one being in a special tax district, have an eight months' term. We have only three special tax districts in the county.

FINANCIAL.

At the close of the last scholastic year the county school fund was out of debt and had a small balance on hand. We believe in spending all that we can get for education, but we do not believe in running the county in debt. A county, like an individual, should pay out once a year. The special tax districts are in debt. We allow the Trustees to run the districts in debt.

TEXT-BOOKS.

We have been using the State adopted text books one year. The books are satisfactory, but the method of furnishing them to the people is very unsatisfactory. The trouble seems to be with the local dealers, who will not keep enough books on hand to supply the demand. The county school authorities are powerless to do anything to remedy the evil. The law makes it our duty to see that the adopted books are used, and the dealers will not keep the books. We had several hundred pupils in school during last summer that did not have a book. I find that the book companies are willing and anxious to furnish the books to the dealers.

I believe that the law should be so amended that the County Superintendent should be allowed to inspect the stock of books monthly and recommend to the book companies such books as will be needed, and then the book

companies should be required to furnish such books as he recommends.

TEACHERS' EXAMINATIONS.

The present examination law has about served its purpose. It was a good thing when it was enacted, but after twenty years' service it should be amended so that all of the bad and worn-out features will be eliminated. The examinations should be under the supervision of the State Superintendent and should be conducted by him or his deputy. Teachers who teach in normal schools should not be allowed to serve on grading committees when any of their pupils are taking the examination. It is an easy matter for a Normal School to guarantee a certificate when they know that the grading committee will be composed of teachers from their faculty.

Respectfully submitted,

J. A. JACKSON,
County Superintendent.

HERNANDO COUNTY.

Hon. W. N. Sheats,
State Supt. Public Instruction.

Dear Sir:—In compliance with your request of recent date, I beg to submit the following report of schools in Hernando County.

HIGH SCHOOLS.

Our Senior High School, located at Brooksville, has made most gratifying progress during the past two years. The increase in enrollment and attendance has made necessary annual additions to the faculty.

The teaching force for the present term will consist of 12 teachers, four of these doing high school work.

Our school building, completed two years ago, is already overcrowded, making it necessary for us to provide quarters for two grades in a rented building.

DISTRICT BONDS.

We will, in the near future, submit to the electors of Brooksville Special Tax District the question of issuing \$10,000 district bonds for the purpose of enlarging and improving the school building.

The Junior High School at Spring Lake, with corps of competent and energetic teachers, is doing splendid work.

RURAL SCHOOLS.

Our rural schools have been doing satisfactory work during the past two years, although I find ever-increasing difficulty in securing competent teachers for the country schools. I am sure that the labors of our Rural School Inspectors will result in great good, in bringing about co-operation of both patrons and pupils with teachers, and in establishing better sanitary conditions.

Owing to financial difficulties, we have been forced to shorten the term of rural schools from eight to six months.

NEW BUILDINGS.

We have erected only one new school building during the past two years, this was to replace building destroyed by fire.

There is now in course of construction a new rural school building, also an addition to an established school.

TEACHERS.

We experience constantly increasing difficulty in supplying rural schools with teachers holding first grade certificates. All teachers seeming to prefer work in the graded schools, and are very reluctant to accept rural school work.

FINANCES.

We have levied and collected the legal limit of 7 mills general, and 3 mills special school tax, but find that inadequate to fully meet the growing expenses of our schools.

Owing to an increase in the assessed valuation of real property we hope to improve our financial condition steadily in future.

DISTRICT BONDS.

There have been no bonds issued by special tax districts as yet, but we will submit an issue of \$10,000.00 to electors of Brooksville district within sixty days and feel assured that bonds will be voted. This issue of bonds will be for the purpose of enlarging and improving building of Hernando High School, at Brooksville.

INDUSTRIAL COURSES.

I am very anxious to add Manual Training and Domestic Science to our high school course, but will be unable to do so for at least another year on account of crowded condition of present building, and scarcity of funds.

EXAMINATIONS.

While the present system of uniform examination has accomplished a wonderful work for the children of Florida, I believe that it has served its purpose, and, in view

of the fact that we are continually hearing cries of fraud, it would be to the advantage of all parties concerned to place the entire business of examining and licensing teachers in the hands of a State Board of Examiners.

Hoping the above report will meet your approval, I am

Sincerely yours,

W. A. THAXTON,
County Superintendent.

HILLSBOROUGH COUNTY.

Hon. W. N. Sheats,

State Supt. Public Instruction.

Dear Sir:—Complying with your request for a general statement of the present conditions of the schools in Hillsborough county and the progress made in the last two years, I beg to submit the following report:

HIGH SCHOOLS.

We have in this county two senior high schools, one in Tampa and one in Plant City. The high school in Tampa is probably the largest in the State, having enrolled last year 500 students and having an average attendance of about 480. The graduating class of 1914 numbered sixty-five regular graduates and two special. I understand that this is the largest class that was ever graduated from a Florida educational institution. The Plant City high school has reached an enrollment of 125. When we enter the new high school building in Plant City next October, we shall have an equipment equal to any accredited senior high school. -The building is now under construction, and when completed will offer certain advantages at

Plant City which have not been enjoyed previous to this time. Large laboratory rooms for chemistry and physics and rooms for manual training and domestic economy, together with rooms for a gymnasium and swimming pool, have been included in the design. The high school in Tampa has every equipment one could wish, and in many respects is doing better work than many small colleges. The board has planned to establish another senior high school in the southern part of the county, at Wimauma, for which bonds have already been voted.

The county has no intermediate high schools and does not especially care for any. When boys and girls have completed the third year, we give them any and all encouragement to finish. There are two Junior High Schools in Hillsborough county, one at Dover and another at Turkey Creek. Each of these schools has four teachers, and one of these teachers devotes his entire time to high school work. When I became superintendent of schools I found a very small Junior high school at Port Tampa. This was discontinued at my suggestion and the students transported on the street car line to the county high school at Tampa.

The plan of concentrating attendance on the County High School, at Tampa, has caused the building to become crowded. The Board has planned to double the capacity of the County High School, for which work funds are already available. When complete the building and equipment will take care of 1,000 students. In Senior high schools we adhere strictly to the college and university requirement, namely, not less than one teacher for every thirty students.

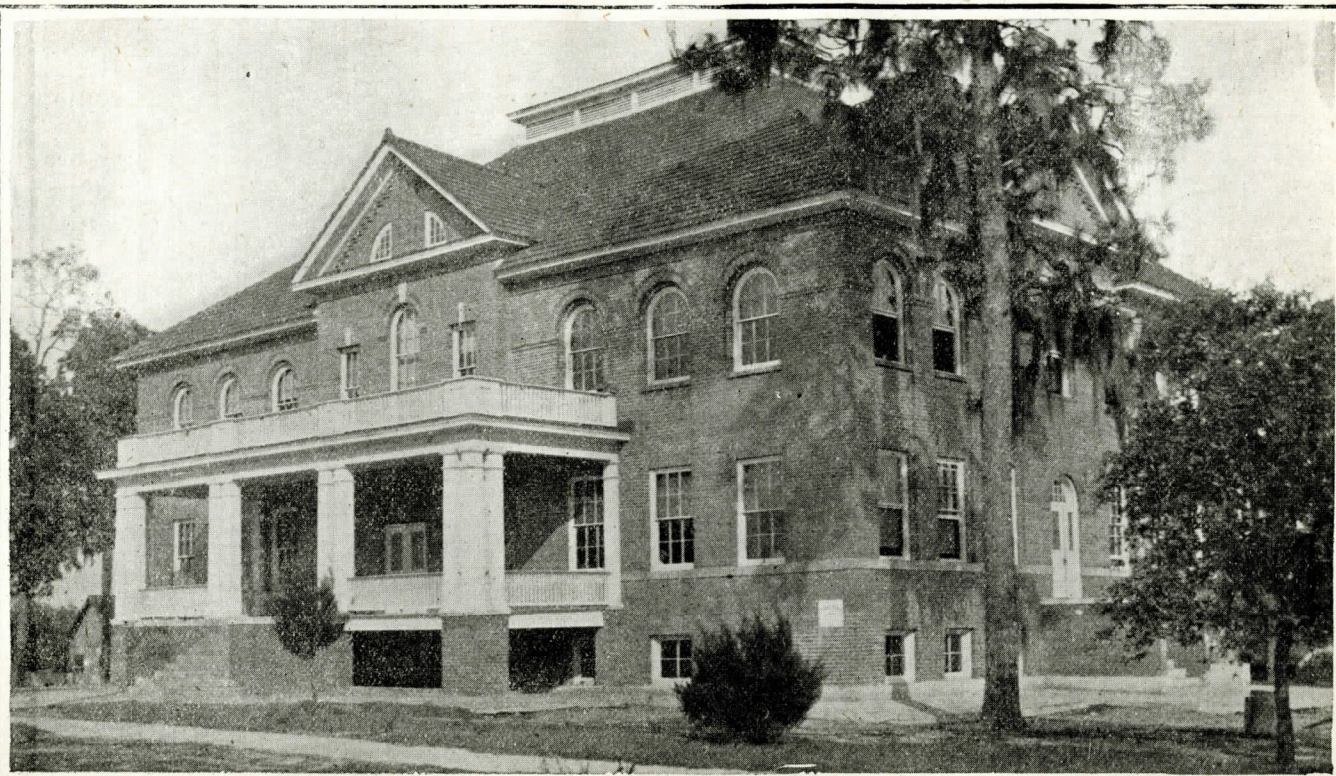
SUPPLY OF TEACHERS.

The supply of teachers in Hillsborough county greatly exceeds the demand. This year I had at least five applicants for every position filled. This gives the Board an

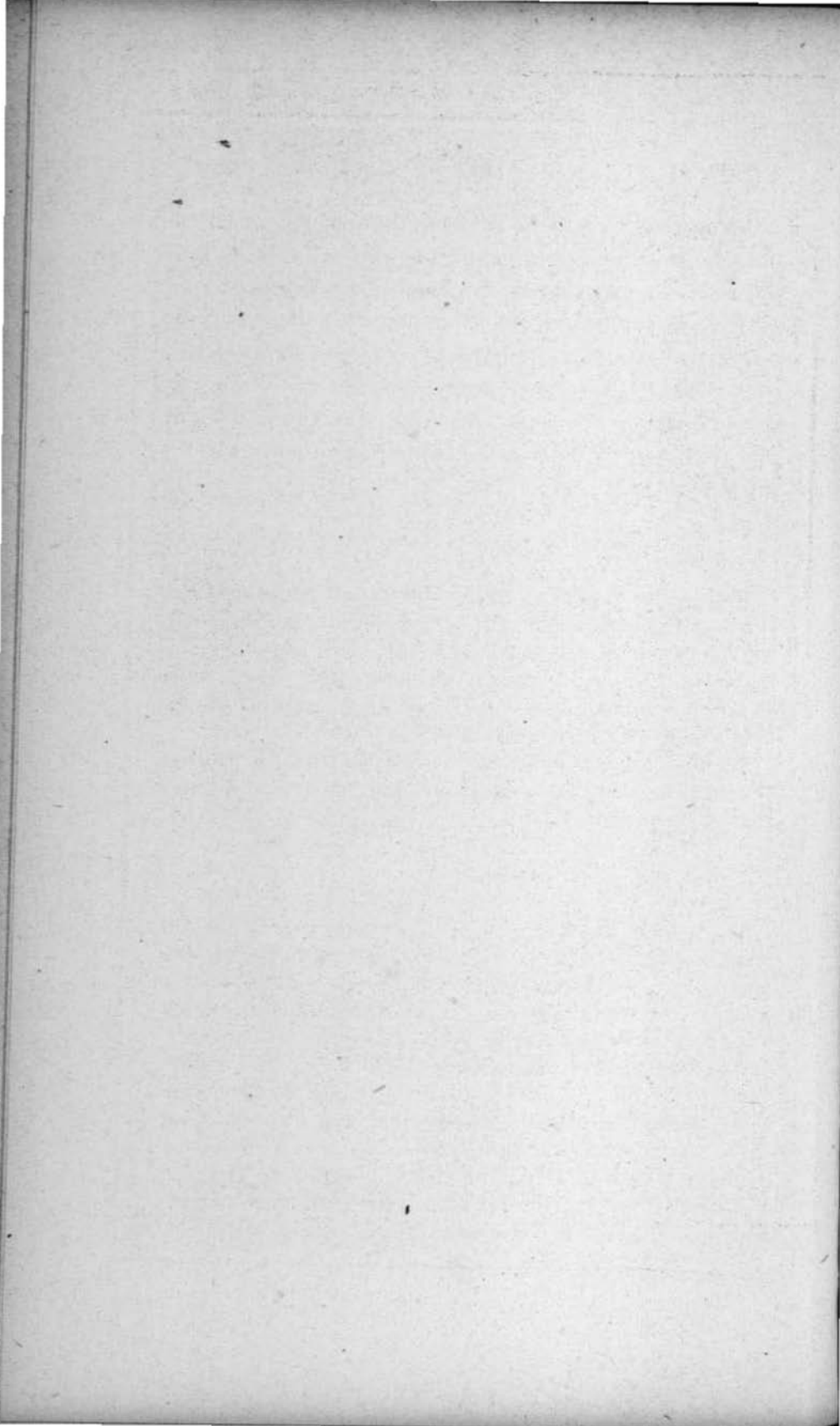
opportunity to eliminate the weak teachers and fill their positions with men and women of better fiber. The efficiency of the force is largely a matter of the efficiency of the Superintendent. After making this statement I suppose I should say that it is satisfactory. However, the work, while satisfactory as a whole, is never satisfactory in respect to each individual teacher.

SUPERVISING TEACHERS.

We are doing a great deal to bring the weak teachers up to an acknowledged standard of efficiency. In addition to the personal supervision I give the schools of this county, I have an expert primary teacher who has supervision of all weak teachers in the primary schools, (grades 1, 2, and 3). We have an intermediate school supervisor who is responsible for the work of the weak teachers in grades 4, 5, and 6. These supervisors hunt the weak teachers at the beginning of the year and concentrate their work where it is most needed. They are responsible for the work in these grades at Tampa, and suburbs, and at Plant City. They are often sent to the country or anywhere I find a weak teacher at work. It seems to me that this is an ideal plan of increasing the efficiency of the force and, to some extent, is preferable to summer institutes. The drawing, penmanship and music, while taught by the grade teachers, has supervision from a specialist in each subject. It is impossible to obtain teachers for grade work expert in every subject taught. The Board is satisfied if they are efficient in the basal subjects and it is willing to help them out in the necessary frills. There are two supervisors of manual training and two of domestic economy. In addition to these the boys' supervisor of Corn Club work has also the supervision of penmanship in the country schools. Also, the supervisor of the girls' Canning Club work has the supervision of music in the country schools. The



HYDE PARK GRAMMAR SCHOOL (HILLSBORO CO.), TAMPA, FLA.



latter is also a specialist in domestic economy, and it is our plan this year to organize our country schools into domestic economy centers, in groups of five schools to the center. With Tampa and Plant City forming two centers, only about eight additional centers will be necessary. Each of the three supervisors will be at work in one of these centers every Saturday. It is our plan to make the country schools in Hillsborough county just as attractive as the city schools.

WORK OF THE SUPERINTENDENT.

With all of this supervision one would ask, what does the Superintendent do? He is working all the time looking for weak places in his system and trying to make those weak places stronger. What does it all cost? Less than 3% of the school fund, including the Superintendent's salary and expenses of School Board.

We find no trouble in having teachers obtain Florida certificates. They seem to know they have it to do and that is the end of it.

NEW BUILDINGS.

The school buildings in Hillsborough county are in good condition. Since my term of office began (19 months) we have replaced old buildings with new ones at the following places: Keysville (addition), East Tampa, Plant City, Spring Head, Oak Grove (addition), Citrus Park, Plano, Gary, Keystone Park, Knights (addition), Van Sant, Buffalo Avenue, Ballast Point (addition), Picnic, Benjamin, Sweetwater, Big Cypress, Gulf City. In addition to these, contracts have been let for Jackson Heights, Livingston Avenue, Seminole Heights, Wimauma, Seffner, Fern Lake, to be completed for the opening of school in September, 1914.

BONDS VOTED.

Bonds have been voted for \$225,000.00 and sold for five buildings in Tampa, as follows: Additional buildings in Ybor City, building to replace old ones at Tampa Heights. and Madison street, new building in suburb Beautiful and a new buliding in Moody Heights. Two negro schools are also planned, one to supplant Harlem Academy and one to supplant West Hyde Park. A bond issue in West Tampa provides for an addition to the Cuesta school, a new school in Ellinger City, a new school in North West-Tampa, and a new building for the negroes. Further, we are to have new buildings at Limona and at Cork Academy, two country schools for which bonds are already voted, but not yet sold.

SCHOOL EQUIPMENT.

The equipment of school buildings is almost the best that money can buy. Steel automatic single desks are finding their way into every school and many of the double desks in the country have been replaced. Last year we distributed 100 globes of the swinging type to schools throughout the county. This year every school is to be furnished with a set of roller maps. I don't think we have a country school but what has the best of hylo-plate blackboards.

SCHOOL LIBRARIES AND BOOK CASES.

The growth of the grade and one-teacher school library is almost a story within itself. Numbers of sectional book cases have already been added to school equipment, and it is our plan this year to see that no school is without a grade library. A committee is at work now reading and reviewing one thousand volumes for the purpose of making selections of books adapted to conditions in

Hillsborough county. I find no trouble in persuading trustees to buy books with their special tax fund. We are buying large quantities of the Lundstrum sectional book cases at \$1.75 for units and \$1.25 for tops and bottoms delivered in Tampa. This book case, while cheap, is very satisfactory. The factory will equip the unit with a lock for 25 cents additional. By using the sectional case a country school or any other school can add one unit at a time just as needed. We keep a small stock of book cases in the warehouse in Tampa, along with a large stock of school desks and other equipment.

SPECIAL TAX DISTRICT BONDS.

The special tax school district bonding law has had a wonderful effect in Hillsboro county. As soon as the law went into effect the County Board gave notice to all school districts that they must bond before they could get any more money. The result has been that we have redeemed all old debts in all districts, with the exception of two, which we have reason to believe will vote upon bond redemptions within the next six months. Districts have voted bonds as follows: Tampa, \$225,000.00; Plant City, \$40,000.00; Cork Academy, \$1,500.00; Spring Head, \$5,000.00; Limona, \$500.00; Gilchrist, \$13,000.00; East Tampa, \$6,000.00; Gary, \$20,000.00; Buffalo Avenue, \$20,000.00; Wimauma, \$5,000.00; West Tampa, \$60,000.00; Seffner, \$3,000.00; Fern Lake, \$2,000.00. In each case a five mill extra levy was made with the exception of Tampa and West Tampa, where so much was not required.

TEXT BOOK LAW.

The uniform text book law is working admirably well. The law itself is a good one, but the selection of texts is not wholly approved by our best teachers. We consider

the Wheeler readers about the poorest selection that might have been made. All pupils are properly supplied with texts, there being five depositories in Tampa and two in Plant City. Many of the country stores, also, keep school books. Where we find children too poor to buy the necessary books we promptly supply them from the special tax fund as provided for by Chapter 6163.

BONDING LAW AND SPECIAL TAX DISTRICTS.

As previously mentioned the bonding act has made it possible for Hillsborough county to place its finances in excellent shape. There is not now one foot of territory in Hillsborough county that is not within a special tax school district. We have fifty-eight such districts and no district assesses less than the three mill limit. This gives a revenue to districts of between sixty and seventy thousand dollars, which of course materially aids the general school fund. In the future Hillsborough county will operate strictly within its income.

TEACHERS' SALARIES.

Our teachers have gladly attended institutes and summer schools. Salaries have been materially increased in 1913 and 1914. We operate under salary schedules. For grade work the minimum of \$60 gradually increases to a maximum of \$100. For high school work the minimum of \$75 and a maximum of \$125 for women; a minimum of \$100 and a maximum of \$150 for men. The schedules are based on years of service and efficiency.

TEACHERS' STUDY CIRCLES.

We have a schedule of teachers' meetings and institutes. Graded school teachers meet in faculty meeting study circles once each week. The superintendent meets

the teachers in divisions each Friday afternoon for two hours of study. The primary division meets on the first Friday, the Intermediate division on the second Friday, Grammar school and Grammar school principals on the third Friday, High school teachers and high school principals on the fourth Friday.

COUNTY TEACHERS' BI-MONTHLY ASSOCIATION.

In addition to these study circles Hillsborough has a most excellent county teachers' association which meets bi-monthly in Tampa and Plant City, alternately. The association did very fine work last year. It has accumulated a library of nearly 500 volumes of choice pedagogical literature. The books are kept in the Superintendent's office, which enables him to tell what teachers are reading and growing. A regulation of the County Board requires a minimum of 1,000 pages read and reported in manuscript by each teacher during the school year. While attendance upon meetings is not compulsory excuses for absences are required. Hillsborough does not want any teacher who does not willingly attend its educational meetings.

VOCATIONAL WORK.

Something has been said already of the vocational work. Manual training and domestic economy are this year extended to all suburban schools; millinery is added to the course in the high schools, and such work is finding its way gradually into the country schools.

PORTABLE ART EXHIBITS.

An art exhibit, consisting of more than fifty very fine pictures, carbon copies of the Old Masters, was purchased by the Board recently and is now on its way through the

country schools. These pictures are packed in a large trunk and are displayed upon the walls of the country school for a period of two days. Days of exhibition are advertised before hand and parents and friends are invited to attend. Parents are then asked to contribute a small amount to purchase one or more of these pictures for the school. The selection is made from the exhibit and the order sent to the Superintendent. In this way we work to foster a more artistic taste among country school children, to teach them to love the best art as well as the best literature, and to obtain the best pictures for the school room. When the time limit is out, trustees of another school get the trunk and thus the exhibit finds its way around the county.

SCHOLARSHIP RECORDS.

Hillsborough county now has a complete system of scholarship records. The system adopted by the National Educational Associations, with some modifications, is in use in the cities, towns, and country. These scholarship records along with records of attendance are bound in a volume at the end of the year and become a part of the records in the Superintendent's office. In this way we are able to get at the record of any child in the remotest country district within a period of a few minutes.

The outlook for the future is bright.

Very cordially,

MARSHALL MOORE,
County Superintendent.

HOLMES COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—Complying with your request of July 29,

1914, I herewith submit a report of schools and school work in this county for the years 1913 and 1914, ending June 30, 1914:

NUMBER OF SCHOOLS.

The Board maintained 53 white and four colored schools during the last scholastic year. There are 54 white and six negro schools in the county, one white and two negro schools were untaught, for lack of teachers. Two more white schools were added during the past year, bringing the total number of schools in the county up to sixty-two.

TEACHERS.

Our teaching force consists of eight first grade teachers, thirty-two second grade teachers, and twenty-five third grade teachers. The number of third grade teachers is growing less, as the people are demanding higher grade teachers each year and more efficient service. We have quite enough resident teachers to supply our demands.

ENROLLMENT.

Enrollment has increased since the last school year 422; we now have 3107 white and 158 negro children enrolled in the public schools of the county. We have one school employing six teachers, Bonifay School No. 1, with fourteen pupils, doing ninth grade work; one employing four teachers, with four students, doing ninth grade work; one school employing three teachers, with fifteen students, doing tenth grade work; one school employing two teachers, with fourteen students, doing ninth grade work (the above are village schools); two schools employing two teachers each, with twelve pupils, in the ninth grade. We have fourteen rural schools employing two teachers each, the

others one each. There is much greater interest being manifested than ever before among both parents and teachers, hence there is a general awakening along all educational lines in this county.

SPECIAL TAX DISTRICTS.

There are now thirty-five special tax districts in the county, six new ones having been added since I came into office eighteen months ago. All of the districts levy a three mills tax, except four, levying two mills each. About \$3500 is collected from this source. This is largely used to aid in employing better teachers and in lengthening the term of school. We are collecting in all ten mills school tax in our county. This shows that our people are willing to go the limit for education.

LIBRARIES.

Since I have been in office I have placed twenty-three libraries in the rural schools of the county, containing 2,622 volumes, estimated value \$2,275. I hope soon to have good libraries in every school in the county. There is yet a small bit of territory that can be brought into special tax districts, which will soon be done, and then the entire county will be levying district taxes.

BUILDINGS.

We yet have a few ordinary frame school buildings. These will soon be replaced with new and attractive buildings. The Board has within the last twelve months built six new buildings, and will by the end of the year 1914 have 17 or 18 new buildings completed, all well lighted and ventilated. When this is done all of our buildings will be practically new.

FURNATURE.

The estimated value of our school furniture is \$4,058.

Of this amount about \$3,000 has been expended within the last 18 months. We will spend about \$1,000 more during the present year.

FINANCIAL CONDITION.

When I came into office in January, 1913, the school funds were in debt \$3,609.27, with several thousand more contracted for the future. With what has since been expended, we are to date, \$17,181.85 in debt, less cash on hand, \$7,659.55. This debt has been created by the erection of buildings, the purchasing of furniture and by the increase of salaries of teachers. As we will soon have our buildings all completed and supplied with furniture, heavy expenses over with, then our county will soon be on a sound financial basis, and will be ready to go forth unhampered in the great work.

INSTITUTES.

To date we have had no Teachers' Institutes in our county, very much to my regret. I am endeavoring, however, to get our School Board to hold an Institute this fall. If I fail in this, I hope the time is not far distant when we can have Institutes as a part of our school work each year, for I am sure that all agree that there is much good to be accomplished through them.

DISTRICT BONDING LAW.

Our people are well pleased with the District Bonding Law. Yet they have not availed themselves of its benefits, though I feel quite sure that it will be but a short while before they will.

UNIFORM TEXT-BOOKS.

This law is generally approved by the people, yet, like most laws, it has some defects, which no doubt will be corrected in due time. Our pupils are generally well sup-

plied with books, however, they are some times delayed, owing to the fact that our local agents are not supplied with the necessary books.

COMPULSORY LAW.

It is my candid opinion that one of the most beneficial laws that could be written into our statutes would be a compulsory attendance law. I feel quite sure that the majority of our citizens favor such a law, and I hope the next Legislature will not adjourn until they have enacted some such law.

GRADING COMMITTEES.

One of the pressing needs, at this time, is a change in the present mode of certification of teachers. We should have a state grading committee, or some other mode of certificating teachers. All connected with this work are aware of its defects, and I deem comment unnecessary, for the many reasons are too apparent why the present method of certificating teachers should be abolished. And it is to be hoped that the next Legislature will change the present law on this subject.

OUTLOOK.

This report would be incomplete without a few remarks on the future outlook of the schools. Every thing is very encouraging, our teachers are both aggressive and progressive, and are putting forth every effort to prepare for the very grave responsibilities resting upon them. Many are attending normal schools and otherwise trying to keep pace with the progress of the times. The patrons and the children all seem to be getting more and more interested. Hoping that I have to some extent measured up to your expectations in rendering this report of the general conditions of the schools of my county; and sincerely thanking you and your office force for your uniform

courtesy and kindness to me since my business relations began with you,

I am, very respectfully yours,

T. J. McDADE,
County Superintendent.

JACKSON COUNTY.

Hon. W. N. Sheats,

State Supt. Public Instruction.

Dear Sir:—In compliance with your request, I herewith submit you the following report on the school conditions in Jackson county.

SCHOOL TERM.

We have run our schools five months regular term during the last two years. Several special tax schools have run from six to eight months.

TEACHERS' SALARIES.

Our small income in this county prohibits our paying adequate salaries. Common school teachers are paid, white, \$30 to \$60, negro, \$22 to \$40.

FINANCES.

Our total school revenue is less than \$50,000, and we have to maintain 127 schools. [You have more schools than are necessary—State Supt.] so we have to leave many things undone which we feel ought to be done. We hope, with the increased valuation of the property in this county, our finances will be in better shape. We had a net cash balance of \$597.19 at the close of last year,

but received over \$5,000 during the month of July. Collections are still short.

TEACHERS' INSTITUTES.

Our teachers have regularly organized associations. Very interesting meetings are held quarterly.

CERTIFICATION OF TEACHERS.

During last year we used only one white and seven negro teachers with temporary certificates. This year we will use none. I am now a strong advocate of some kind of State examining board. My observations during the past year have convinced me of its necessity. My grading committee has done its duty and has been severely criticised for doing it.

SOME RECENT IMPROVEMENTS.

1. Special tax school districts have increased from 20 to 29, and five more now being created.
2. Good single patent desks and hyloplate blackboards have been placed in all our white schools, this has given impetus to our school work.
3. School libraries have increased from none to 12 good graded libraries.
4. A laboratory has been installed in the Marianna high school.
5. Five new buildings have been completed, and needed additions made to eight.
6. Teachers' summer training schools were conducted at Marianna with attendance of 40 teachers at a session.
7. Average attendance of pupils over last year increased 20 per cent.

THE SPECIAL TAX BOND LAW.

One district voted bonds for \$12,000 for new buildings, but we have not been able to sell bonds at a satisfactory price. Our county is somewhat over-worked on the bond question. We are carrying a heavy road bond issue, besides several municipalities are bonded.

We are trying to get our people more interested in schools with a view to creating more special tax districts, and thereby increasing our revenue.

Yours very truly,

C. B. KING,
County Superintendent.

JEFFERSON COUNTY.

The schools in Jefferson county are 56 in number, 19 are white schools. Ten of the white schools are one-teacher schools, four have two teachers, two three teachers, one five, one four, and one eight teachers. Salaries vary from \$40 to \$150 per month. Eight of the schools have an eight months' term, two seven months, one six months, and the remainder five months.

HIGH SCHOOLS.

We have two Junior high schools, one having one teacher doing only high school work with four teachers in the entire school; one with two teachers doing only high school work with five teachers in the entire school. One Intermediate high school with three teachers doing only high school work with eight teachers in the entire school. These schools will have the same number of teachers, except the Intermediate high school will have but two teachers doing only high school work.

The teaching force is sufficient, except in the lower

grades I find the primary teachers over-run while the teachers of the higher grades have little to do. I have tried, as far as it was practicable, to fill the schools with normal trained teachers. I find that the normal trained teachers give better results and better satisfaction than those without such training.

NEGRO SCHOOLS.

Many of the negroes failed in the examinations held last year, and on that account some of the teachers had to teach one school for four months and go to another and teach the same length of time. Although I had one teacher to teach two schools I found then I did not have enough teachers, so I issued a few temporary certificates. Only three of the negro schools have had more than one teacher to the school. In January, 1913, when I first entered upon my duties as Superintendent, I found that most of the negro teachers were taking in school any time from nine to twelve o'clock, giving only an hour or two a day to the work, when they should have given five or six hours a day. By close supervision I have succeeded in having the schools open at 8:30 o'clock and dismissed at three o'clock. These schools show marked improvement. [Good for Taylor!--State Supt.]

BUILDINGS.

The white school buildings, with few exceptions, are in very good condition. A few of these buildings are comparatively new. The schools are poorly equipped. We have, of course, a few schools that are fairly well equipped, but none as they should be. I hope, however, in the near future, to have them better equipped. The negro school buildings are in a dilapidated condition and should be replaced with new ones.

SPECIAL TAX DISTRICTS.

There are two special tax districts in the county. These

districts have recently held an election for the purpose of electing trustees and deciding the millage. Monticello voted one mill, the same it has been for several years; Union Hill voted two mills. Last year it was three mills.

BOOKS.

There is always delay at the opening of schools on account of books, as the local agent always waits for the teachers to notify him how many books will be needed before ordering. I think some better arrangement should be made so that the children could get books on the day school opens.

The Board pays the teachers each month, and pays them one hundred cents on the dollar.

MONTICELLO SCHOOL BUILDING.

The special tax in Monticello district has been kept to apply on a new school building. The Board, just a few months ago, purchased the old Jefferson Collegiate Institute and will in a few days let the contract for the remodeling of this old building, which, when completed and equipped, will cost about \$20,000.

INSTITUTES AND SUMMER SCHOOLS.

Two institutes were held, one in November and one in February. These institutes were a great benefit to the teachers, inspiring them to better work. I hope to hold institutes each year. A few of the teachers attend the State Summer Schools, trying to better prepare themselves for their work.

TRANSPORTATION OF PUPILS.

The wagons for the transportation of pupils have become a great expense to the county and the Board is

trying to devise some plan to lessen the expense. In 1912 and 1913 the vans alone cost \$5,608.45. The past year they cost \$4,355.15, a saving of \$1,253.30. During the coming term the Board has agreed to pay fifteen cents a day, per capita, for each pupil hauled that lives over two miles from any school. The Board will have nothing to do with the vans, they will be run by the patrons.

COST OF NEGRO SCHOOLS.

In 1912-1913 the negro schools cost \$3,921.95; in 1913-1914, they cost \$3,352.05, a saving of \$569.90. I can say that the schools are in better condition and there are less complaints than there were two years ago.

ENROLLMENT.

The enrollment in the white schools is larger this year than last year. The enrollment of the years 1913-1914 was 1,004, the year previous it was 902. I am very much encouraged with the improvement of the schools, and believe that the time is not far distant when the schools of Jefferson county will be equal to the best schools in the State.

S. H. TAYLOR,
County Superintendent.

LAFAYETTE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request I beg to submit the following brief report: We have 50 white and 5 colored schools in operation.

BUILDINGS.

The Board owns all buildings used by white children, with the exception of two, and all used by the negroes,

except one. Ample water and heat are provided for all schools. The present administration has built ten school houses, counting two annexes, all of which have been painted and furnished. All school houses are furnished with patent desks, except two for negroes. This administration has supplied nearly all the schools in the county with up-to-date libraries, charts, maps and globes.

SCHOOL TERM.

We have succeeded in running the schools five months, and in many instances the Trustees have supplemented this one, two and three months.

HIGH SCHOOLS.

We have a county high school that the entire county is proud of; we have recently added the intermediate high school grades, and hope to be able to advance to a Senior High School next term.

SPECIAL TAX DISTRICTS.

We have seventeen Special Tax School Districts, and all, except two, have some cash on hand, which is being used to lengthen the term, buy books and pay other incidentals of the schools.

FINANCES.

We have so far paid good salaries, and our warrants are good at the banks. Our buildings and repairs have been so heavy we will run a little short before the taxes are collected, but not much more building is to be done, so we hope soon to catch up and get some cash ahead.

OUTLOOK.

Educational interest has increased wonderfully in the two years that I have been in office; I think this is due,

to a considerable extent, to having the necessary apparatus to work with.

HOME TEACHERS.

We have seventeen of our own LaFayette County boys and girls teaching in the county, and I am proud to say they are giving the very best satisfaction. With our present comfortable and commodious buildings, and all needed apparatus, together with the advancement that is being made in our road system, I look for increased interest and results.

All of which I respectfully submit for your consideration.

With the kindest regards, I beg to remain,

Yours truly,

G. N. TRAWICK,
County Superintendent.

LAKE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—Complying with your request I submit a brief report of the schools of Lake county.

HIGH SCHOOLS.

Lake county maintains two Senior High Schools and two Junior High Schools, all doing good work. Leesburg and Eustis maintain twelve grades. Umatilla and Montverde are the Junior High Schools, and the County School Board and trustees expect these to be Senior High Schools within two years. Tavares, Mt. Dora, Sorrento, Altoona, Clermont, Mascotte and Groveland are three-teacher

schools and will, no doubt, be Junior High Schools soon. Bay Lake and Lady Lake are two-teacher schools.

TEACHERS.

While we have had some trouble in securing good, efficient teachers, we feel that Lake county has, as a class, excellent teachers. A large per cent. of the teachers have college education and have had normal training.

BUILDINGS.

Lake County School Board is, as fast as possible, giving to the children of the county up-to-date school buildings. This effort is supplemented by trustees. These schools are not as well equipped as is desired, but this subject is receiving attention.

BONDING SPECIAL TAX SCHOOL DISTRICTS.

Four districts have bonded for building and equipping school houses: Leesburg, \$35,000; Clermont, \$10,000; Fruitland Park, \$2,000, and Umatilla, \$10,000. The latter is for additional buildings. Tavares will vote soon to issue bonds to the amount of \$15,000. There is no opposition to the bond issue in the district.

THE UNIFORM TEXT-BOOK LAW

has proved a success. In one district, however, there was some trouble.

FINANCES.

The financial condition of the county is good. There was a surplus of funds from last year, rendering it unnecessary to borrow any money for schools before Decem-

ber or January. The maximum seven mills has been levied until this year. Only a six mill levy was made this year, as the increase in value of property, with six mills, gives a sufficient amount.

DISTRICTS.

There are thirty-three Special Tax School Districts in Lake county, and nearly all are voting a three mills' levy, even under increased assessed value of property.

INSTITUTES.

A very successful Institute was held at Tavares in September. A large number of teachers attended. The county School Board appropriated money to pay the expenses of the teachers while attending the Institute.

SUMMER SCHOOLS.

A large number of Lake county teachers attended Summer Schools.

VOCATIONAL AND EDUCATIONAL TRAINING.

Industrial work was introduced into the schools about two years ago and success in it has followed. Much of the interest in this work is due to the efforts of Miss Flora B. Brown, the N. O. Nelson industrial worker. Her services were given to Lake county by N. O. Nelson, St. Louis, Mo. Miss Brown visits schools and homes and gets all interested in industrial education, school improvement clubs, school fairs, co-operative methods of conducting rural business, etc.

SCHOOL BULLETIN.

Lake County Board of Public Instruction issues a monthly bulletin, which gives interesting matter from the schools of the county.

SCHOOL FAIR.

Last year a school fair was held at Tavares in January. There were nearly 1,000 children in the parade, and the number and variety of exhibits by the children were a surprise to all. There will be another fair this school year, January 27, 28 and 29. The building is owned by the county.

CONCLUSION.

In conclusion, we take pleasure in stating that the educational outlook for Lake county was never more encouraging. Patrons take more interest than usual in school matters.

Respectfully submitted,

WM. T. KENNEDY,
County Superintendent.

LEE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, I beg to submit the following report of school conditions in the County of Lee:

MARKED IMPROVEMENT.

Our school system during the past two years has shown marked improvement; each year more interest is manifested by teachers, patrons and pupils. There is an increasing demand from patrons for longer terms and better school facilities. There remains, however, much to be accomplished, and while it has been our policy to proceed,

in the administration of our school affairs, along conservative lines, we do not overlook an opportunity, as far as our means will permit, to make improvements, better conditions, and stimulate an educational interest.

THE SCHOOLS, NUMBER, ETC.

For the scholastic year ending June 30, 1914, we maintained 32 white schools and 1 colored school. Our enrollment for the past scholastic year was: White, 1,528, making an average attendance of 1,065; colored, 153, making an average attendance of 125. The enrollment for the year ending June 30, 1912, was: White, 1,251, with an average attendance of 848; colored, 129, with an average attendance of 86. In the rural districts the length of term is not less than five months, and salaries paid are from \$45 to \$70 per month. The term of a grammar school is not less than seven months, and salaries range from \$55 to \$80 per month.

HIGH SCHOOLS.

Our junior high schools run eight months, and salaries are from \$60 to \$100 per month. The senior high school term is eight months, and salaries are \$65 to \$175 per month. I would like to say, right here, that warrants drawn on the School Board are worth one hundred cents on the dollar, twelve months out of the year, and have been for ever twenty-two years.

We employed fifty-four teachers last term and paid them a total salary of \$22,768, which is \$4,744 more than was paid for the year ending June 30, 1912. This additional amount was expended in increasing our corps of teachers, increasing salaries and extending the length of terms in a few of our more progressive communities.

ENROLLMENT INCREASED.

The enrollment for the county has increased three hun-

dred and five pupils, or little more than 22 per cent. during the past two years. The enrollment of Gwynne Institute the previous year was 440 against 551 for the year closing, or an increase of little more than 25 per cent. in one year.

SPECIAL TAX DISTRICTS.

We now have fourteen special tax school districts organized and in operation; two having been added since the last bi-ennial report. Every acre of land in Lee county is now in a special tax school district. All of these districts levy the maximum of three mills. As a tribute to the progressive spirit and educational interest manifested by the people of Estero special tax school district, recently established, the vote in favor of a special tax school district and levy of three mills was unanimous. The special tax districts have aided us much in a financial way, and have served greatly to stimulate interest in school affairs of the county. The money from these districts is expended in lengthening school terms, supplementing teachers' salaries and improving school property. Our districts are all in a healthy condition.

LIBRARIES.

That the pleasure and profit of the pupil may be enhanced, and as an aid in making the school the social center of the community, the establishment of graded libraries is encouraged. In pursuance of this policy, the County Board will have established a graded library in every school in the county, with the exception of five, at a cost of not less than \$70 each, by the opening of the fall term. We have included in each of these libraries four sets of graded readers for each of the four lower grades, and believe if these readers are used judiciously by the teacher, the increased progress of the pupil will be marked.

DISTRICT BONDS.

The Legislature of Florida in regular session, A. D. 1913, enacted a law authorizing special tax school districts to issue bonds for the exclusive use of public schools in such special tax school districts. I wish to say that this Act has proven a blessing in disguise to Lee county. Fort Myers' special tax school district was the first to issue bonds under this new law. The amount issued was \$35,000 for a high school building. The building will be in readiness for the beginning of the next school term, August 31, 1914. A more modern, up-to-date high school building is not in the State. The progressive and enterprising spirit of the citizens of Alva and Labelle special tax school districts next manifested itself by the issuance of bonds in the amount of \$15,000 and \$25,000 respectively. The Alva district will have a handsome six-room brick building, centrally located on a four-acre lot. Labelle district will have a magnificent eight-room brick building, centrally situated on a four-acre lot. The high school building for Fort Myers district will contain seventeen rooms, located in the heart of the city, on a beautiful lot containing one and one-half acres.

STANDARD OF TEACHERS RAISED.

The Superintendent, with the co-operation of the County Board is striving to raise the standard of the teaching force of the county. As a step toward this end, no third grade teachers will be employed in the future. A teachers' institute will be held November the 27th and 28th, next, for the teachers of the county. We hope through the medium of a county teachers' institute, to stimulate interest and awaken in the teachers higher ideals for the great work in which they are engaged.

FINANCES.

The financial condition of the School Board is better

than it was at the close of last year's work. At the close of the fiscal year, June 30, 1913, the indebtedness of the General School fund was \$9,599.25; at the close of this year, June 30, 1914, \$6,770.48. In other words, the Board has liquidated old indebtedness to the amount of \$2,828.77 during the past year, and has paid all current expenses.

POLICY FAVORS HOME TEACHERS.

It is the policy of the Board to give native teachers the preference, but Lee county teachers, home talent, always get first choice, provided qualifications are equal. We encourage our teachers to take special normal training, and reward them by promoting them to better paid positions.

OUTLOOK.

While the public school system of our county is far from perfection, we believe a good work is being accomplished, and that progress and improvements are being noted each year. In looking over the statistics and comparing the present status and general enthusiastic school spirit that exists among our people generally, with that of a few years ago, we believe that we are excusable for viewing it with a feeling of pride and satisfaction.

In closing this, my first, general report for publication, I wish to thank you and your office force for the kindness and courtesy shown me during my term in office.

Yours very truly,

JOS. W. SHERRILL,
County Superintendent.

LEON COUNTY.

Hon. Wm. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, permit me

to hand you herewith a "General Report" for the past two years.

BUILDINGS.

On the east end of the Leon High School building has been added another entrance; this is made of brick and cement, and a paved walk leads through the grounds to the sidewalk; lawn seats have been placed on both sides of the walk, which makes it more attractive and convenient than before; two well equipped playgrounds have been put in order for playing basket ball. The basement under the auditorium is to be improved and made into a gymnasium; the contractor will complete the new space not later than September the 15th; fixtures have been ordered and will be put in place by the contractor as soon as the room is complete; the size of this room is 25 by 95 feet and will add much to the school. The Junior High School at Chaires has been given another new, well equipped school building, adding much to the convenience of the school. We have repaired quite a number of our school buildings and now have them in good repair. We expect to repaint quite a number of buildings that need it worst and will build about four new buildings for rural schools.

SPECIAL TAX DISTRICT.

We have only one special tax district in the county, but we hope to organize one or more before the end of the school year of 1914-1915. Our special tax district funds are not in good shape, the trustees have spent a great deal of money for buildings and repairs, therefore this fund is in debt.

TEACHERS.

There is a marked improvement in the qualifications of our teachers, from the fact that the summer schools are

better attended than ever before. Many of our teachers are doing good work. We are trying each year to secure better teachers, and we wish we were able to pay better salaries.

FINANCIAL.

The financial condition of the county is good. July 1, 1912 we had a cash balance of \$8,358.66; July 1, 1913, we had a cash balance of \$5,117.69; July 1, 1914, we had a cash balance of \$13,303.90. With the finances in good condition and fairly comfortable school buildings, we look forward to a progressive era in education.

SCHOOLS AND TERMS.

Leon county maintains thirty-two white schools and forty-five negro schools. The County Board of Public Instruction has fixed the term for white schools at six months and for negro schools four months. The senior and junior high schools have eight months. The salaries of white teachers are from \$30.00 to \$187.50 per month; for colored teachers \$20.00 to \$70.00 per month.

GENERAL.

Our people are taking more interest in educational work each year. No school in the county wants a third grade teacher to teach their children. The future seems bright for Leon county.

With best wishes for the cause all over the State.

Respectfully submitted,

H. H. ISLER,
County Superintendent.

LEVY COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

My Dear Sir:—In compliance with your request for a

General Report of the schools in this county for the last two years, I beg to submit the following:

HIGH SCHOOLS.

We have four junior high schools, located respectfully at Williston, Cedar Key, Bronson and Montbrook. We expect to make Williston and Cedar Key senior high schools another year.

TEACHERS.

We make special effort to get the best teachers possible for the money, and as a rule we succeed very well, and our teachers measure up with the average.

BUILDINGS.

At Williston, for that progressive little town, we are erecting at a cost of \$16,500 an eight-room brick school building. I wish to add, in connection therewith, that we have five acres of land, the soil of which is as good as any in the State. We expect to run in connection with the school an experimental farm, under the direction of a competent instructor.

At Cedar Key, the citizens of the special tax district have voted to bond their district for \$15,000 for the purpose of erecting a new six-room brick building. The trustees phoned me just yesterday that they had succeeded in acquiring five acres of land, overlooking the bay toward the mouth of the Suwannee River, for the new site. Nature and man are working together here in making this one of the prettiest school sites in the world.

In the rural districts the School Board has completed two new buildings, and have three more under construction. These buildings will be painted and fitted up with the proper furniture and apparatus.

UNIFORM TEXT BOOKS.

We have some trouble in getting local agents to handle the books. The trouble is, the local agents claim that the terms of the contract with the book companies are too severe, for so small a margin of profit. The result is, we have only three agents in the county, which is not enough, as some of the schools are situated from 15 to 20 miles from the local agents. Hence, parents fail to go or send after the books sometime for two or three weeks.

FINANCES.

Our finances are in good shape. We had the benefit of a seven mill levy last year—the first time since this county has been in existence—and will have it again this year. The money is being wisely spent and is beginning to bear fruit.

Respectfully submitted,

THOS. W. PRICE,
County Superintendent.

LIBERTY COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—Complying with your request, I herewith submit a report of all school work in this county for the past two years, ending June 30, 1914.

SCHOOL BUILDINGS.

Since submitting to you my last bi-ennial report we have made an addition to the graded school building at Hosford, two more rooms, which adds much to the comfort and appearance of the building. Have also built four other small rural school houses.

FURNITURE.

In the past two years we have only had to buy furniture for the new buildings above mentioned, as we had all buildings well supplied.

TERMS.

We have two graded schools with eight months' terms each, all white rural schools have five months, all negro schools four months.

TEACHERS' SALARIES.

We pay our white teachers from \$30 to \$85 per month and negro teachers from \$20 to \$30 per month. While we feel that this is hardly sufficient, owing to our financial condition, we cannot do better.

SCHOOLS AND ATTENDANCE.

I am glad to say that we succeed in getting about all of our schools taught. The enrollment is gradually increasing, and the average attendance is very good.

FINANCES.

Our finances have fallen behind some in the past two years, owing to the fact that the county is fast settling up, which makes it necessary for more houses, furniture and a larger teaching force.

Respectfully submitted,

J. E. ROBERTS,
County Superintendent.

MADISON COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance, with your request I give below my report for the schools of Madison County.

HIGH SCHOOLS.

We have one Senior High School and three Junior High Schools. The senior high school at Madison enrolled about one hundred in the high school department. Pinetta junior high school enrolled 15 pupils in high school grades, Greenville 8, and Lee 3.

TEACHERS.

As a rule we can get a sufficient number of teachers to supply all our schools, but we frequently have to use young, inexperienced, and untrained teachers. Sometimes we have to give special examinations, but not often, in order to secure suitable teachers. Some more satisfactory way should be provided by the State for the training of teachers for our schools, especially for our rural schools. Under the present system hardly one per cent. of the teachers in the entire State are trained in the normal departments of our State institutions.

STATE BOARD OF EXAMINERS.

We should also have a State Examining Board for the certification of teachers. We are supposed to have uniform examinations, but they are uniform in questions only. There are perhaps fifty different methods of conducting examinations and grading of papers. The necessity for special examinations would be eliminated by having a State Board of Examiners conducting examinations in various sections of the State each month.

BUILDINGS.

Some of our older buildings need repair, and this will be reached this school year. We shall erect two or three one-room buildings, and one or two model two-room buildings this year. For some of these we have secured special designs and hope to make them model rural schools in

fact as well as in name. Nearly all our schools are equipped with modern patent desks and good hyloplate blackboards. All have reference books and dictionary.

UNIFORM TEXT-BOOK LAW.

All pupils are properly supplied with the uniform texts, our local dealers having at most times an abundant supply. We have never had any trouble in securing books, as our dealers are informed as to the time of opening schools and they have the books on hand when needed. However, the quality of some of the books, both as to material and content, is far from what it should be.

FINANCES.

The indebtedness of the Board has been cut some \$2,500 the past year, but increased expenditures this year will put us still further behind. If taxes had been paid promptly we should have had all indebtedness wiped out and a small cash balance on hand July 1st. Since the year closed we have received more than 40 per cent of the total assessment for the year. Part of this was received as late as October 1st, fifteen months after the school year began. In the meantime, the Board paid 8 per cent. interest on all outstanding warrants. This system should be changed. The tax books should close earlier and final settlement be made, at least, by the first of July of each year.

OUTLOOK.

There seems to be more real interest in school affairs on the part of the patrons than heretofore. School grounds have been beautified and flowers and trees planted. Shades and curtains have been bought and pictures put on the walls, while flowers and ferns grow in many windows, making the school house an attractive place for

the pupil to live. In such places the average attendance is higher, and the grade of work better. All these things combined tend to make the outlook for the future hopeful.

Respectfully,

G. W. TEDDER,
County Superintendent.

MANATEE COUNTY.

Hon. Wm. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—Complying with your request I beg to submit herewith a brief review of the operations of the public schools of Manatee county for the past two years.

QUALIFICATIONS OF TEACHERS.

The most hopeful outlook leading to a higher standard of education in the county is based upon the growth in professional spirit in our teachers; more than a third of our teachers are university and college graduates; others have had college and normal training, while a major part of the remainder have had high school training. As a rule they are a faithful and conscientious band—willing and ready to do anything for their own advancement and for the betterment of the schools in their charge.

TEACHERS' TRAINING COURSE.

At the beginning of the school year 1914-15 a teachers' training course was started in the county high school; the work during the first year is being offered to fourth year students only. If it proves successful it will be extended to the third year students. The following subjects are being given in the course: Fourth year, Eng-

lish, American History and Civics, Psychology and Pedagogy (one-half year each), reviews of Grammar School branches. The students are required to visit the different schools of the town, and to make reports on the work being done in the grades visited. Later in the year some practice teaching under the supervision of the school principals will be done. The students taking this course are deeply interested in their work, and without question the course will prove a valuable factor in obtaining teachers for our county schools.

COUNTY HIGH SCHOOL.

Under the management of a thoroughly competent principal, Prof. Horace C. Gillespie, and an efficient corps of assistants, the success of our County High School, located at Bradentown, the county site, has been most gratifying, and especially so since this school has been given a place in the list of Accredited High Schools of the State.

SENIOR HIGH SCHOOLS.

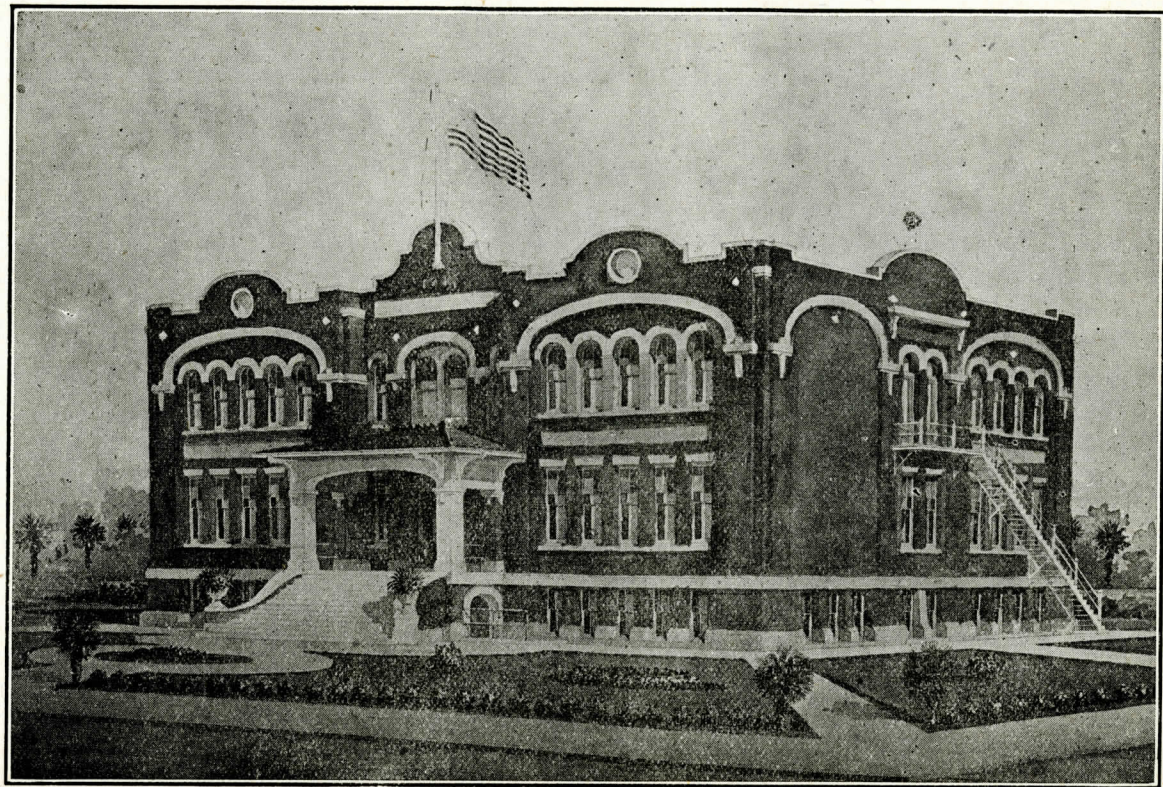
Our Senior High Schools, located at Palmetto and Sarasota, having met the requirements of the regulations governing high schools, are both working under capable principals and assistants, who are accomplishing excellent work in their line.

JUNIOR HIGH SCHOOL.

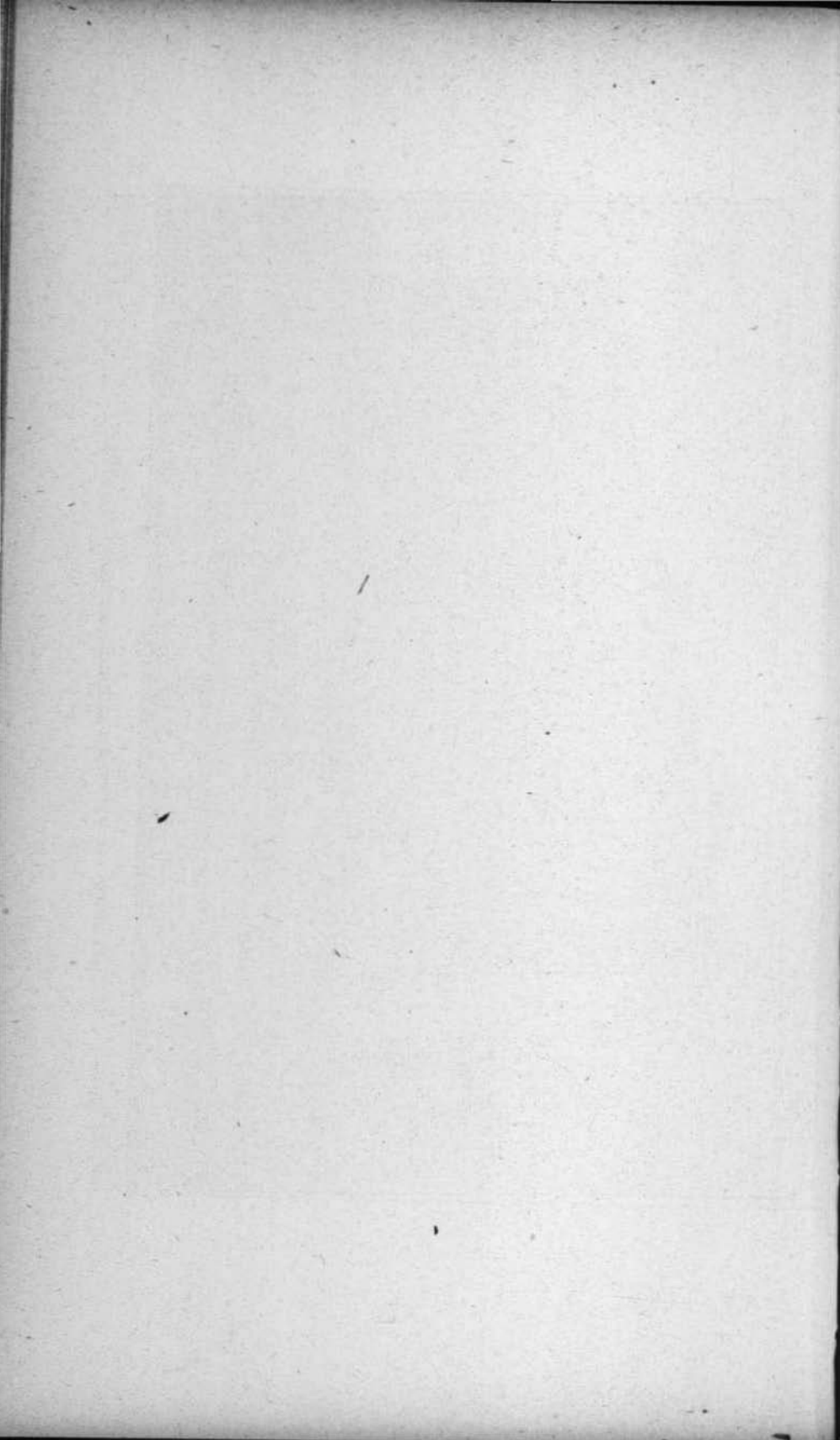
Prof. W. H. Stephens, with a corps of competent assistants, has charge of this school, located in the town of Manatee; the enrollment at present is 174 pupils in the ten grades. This school will soon occupy a handsome brick building, now under course of construction.

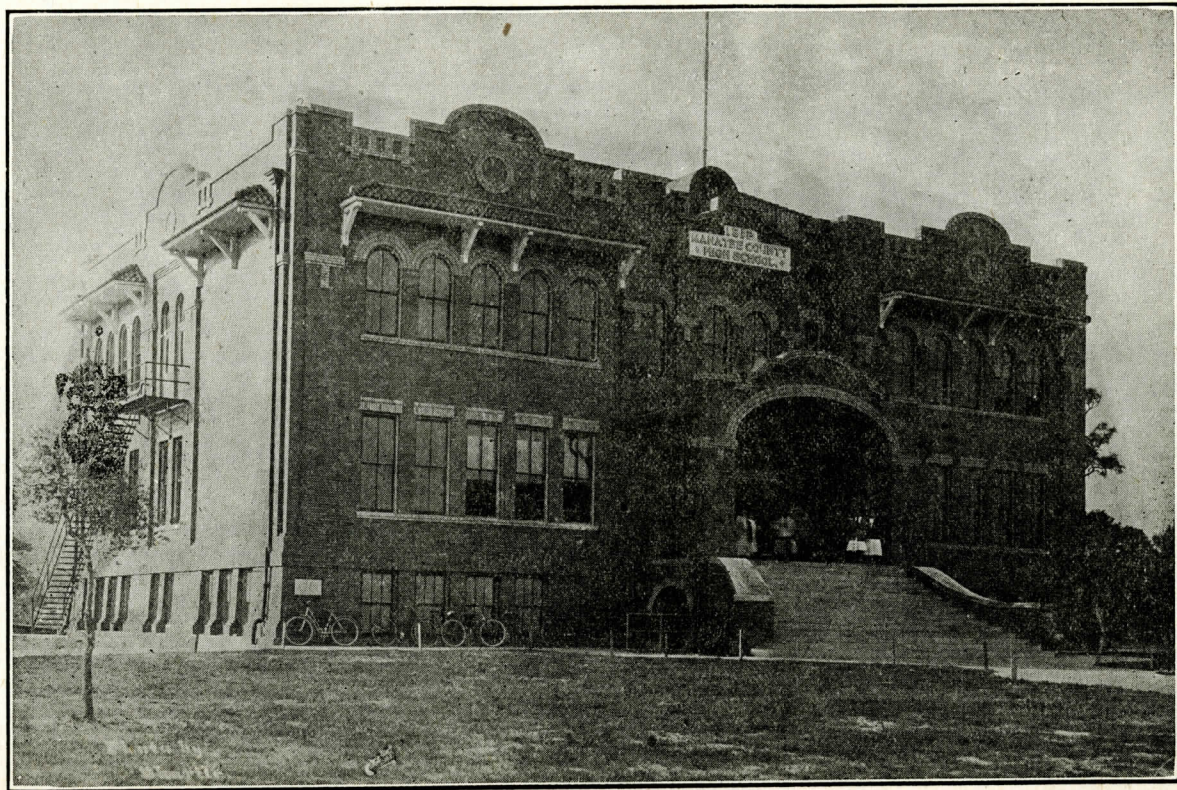
INTERMEDIATE AND PRIMARY DEPARTMENTS.

In the city of Bradentown we have these department in separate buildings. The Intermediate department is in

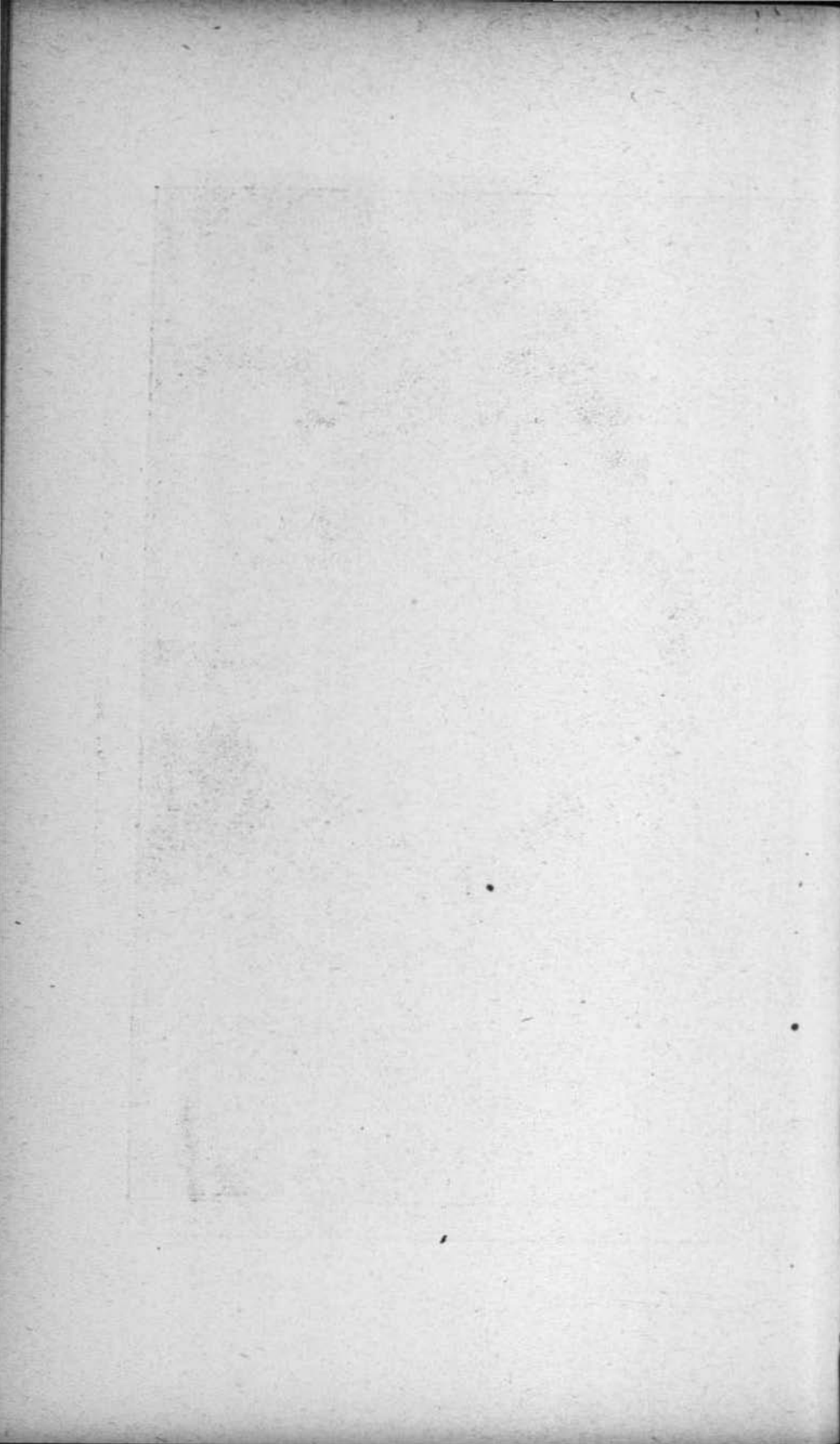


MANATEE SCHOOL (MANATEE CO.), MANATEE, FLA.



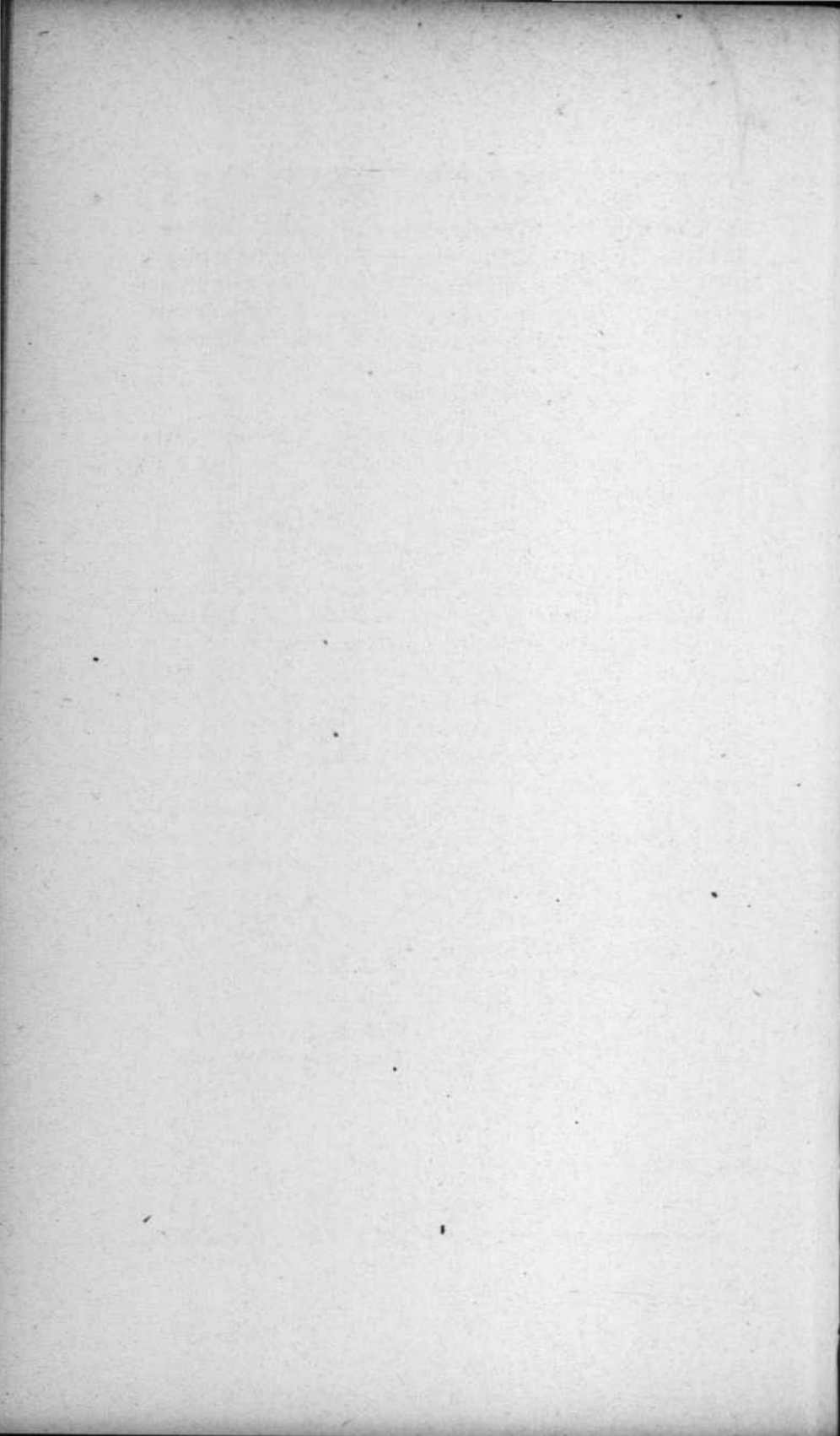


MANATEE COUNTY HIGH SCHOOL, BRADENTOWN, FLORIDA.





SARASOTA SCHOOL (MANATEE CO.), SARASOTA, FLA.



charge of Miss Eva M. Gates, principal, with 7 assistants and an enrollment of 210 pupils; the Primary department, Mrs. S. C. Stuart, principal, with 6 assistants and an enrollment of 160 pupils. The principals of these departments are two of our oldest teachers in point of service.

GRADED RURAL SCHOOLS.

These schools are located at Parrish, Ellenton, Terra Ceia and Palmview, each with 3 and 4 teachers, and all doing satisfactory work.

ERECTION OF NEW BUILDINGS.

For the past two years the improvement in school buildings and equipment is perhaps the most marked feature of the educational progress and growth of the county. During the latter part of the administration of the Board preceding the present Board, six handsome brick buildings were contracted for, costing when completed \$140,000. The money for constructing these buildings was borrowed by issuing *Funding Warrants* bearing 5 and 6 per cent interest, maturing in 5, 10 and 15 years. The completion of these buildings fell upon the present Board, which was done under many embarrassing conditions, resulting in the necessity of borrowing money annually to operate the schools; however, we feel that our county is ranking well up in all the material points, educationally, with any county in the State in her class.

Respectfully yours,

WM. M. ROWLETT,
County Superintendent.

MARION COUNTY.

Hon. Wm. N. Sheats,

State Superintendent.

Dear Sir:—I have the honor and pleasure to make the

following observations upon the progress and general conditions of the public schools of Marion county during the last two years. Our constant purpose has been to accomplish as much sane and conservative progress as possible with the means at our command.

RECENT PROGRESS.

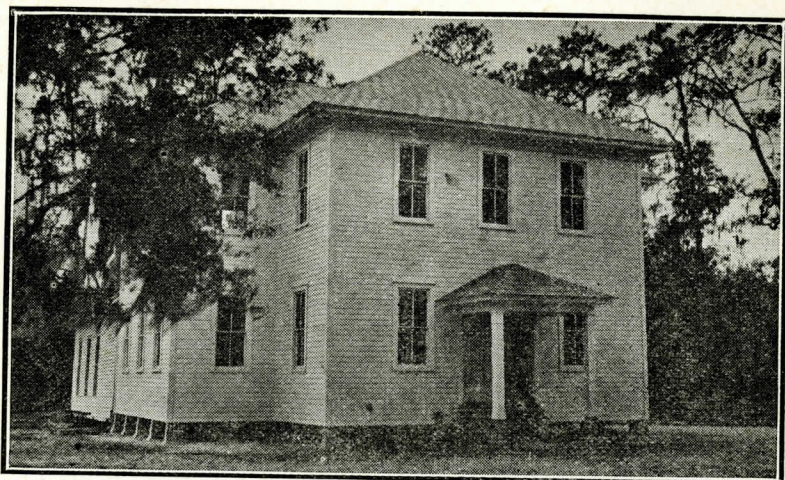
During the year 1913 and 1914 we have made more progress in the matter of school buildings and equipment than for any period in the past. The Ocala school had completely outgrown its facilities and the special tax school district voted a bond issue of \$75,000, and the county made a donation from county funds to supplement the proceeds of the bonds of \$15,000. With these funds we have erected in Ocala a grammar and high school building that for general completeness and simple elegance and all round correctness for a school building would be very creditable any where. To be in keeping with the new and more elaborate surroundings made additional equipment¹ in the way of seating and scientific apparatus necessary. Also, a well equipped domestic science department has been installed, and it is contemplated to put in manual training a business department, and possibly normal work.

HIGH SCHOOL BOARDING DEPARTMENT.

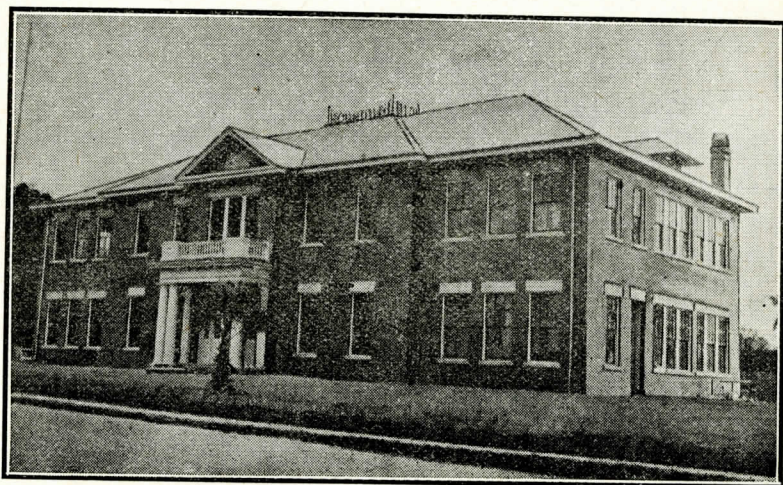
The Board has converted the old high school building into a very attractive and commodious dormitory, putting the boarding rates to the very lowest possible, and has an excellent matron in charge. The purpose is to develop the best type of county high school with such departments as can be operated successfully in connection with it.

PRIMARY BUILDINGS.

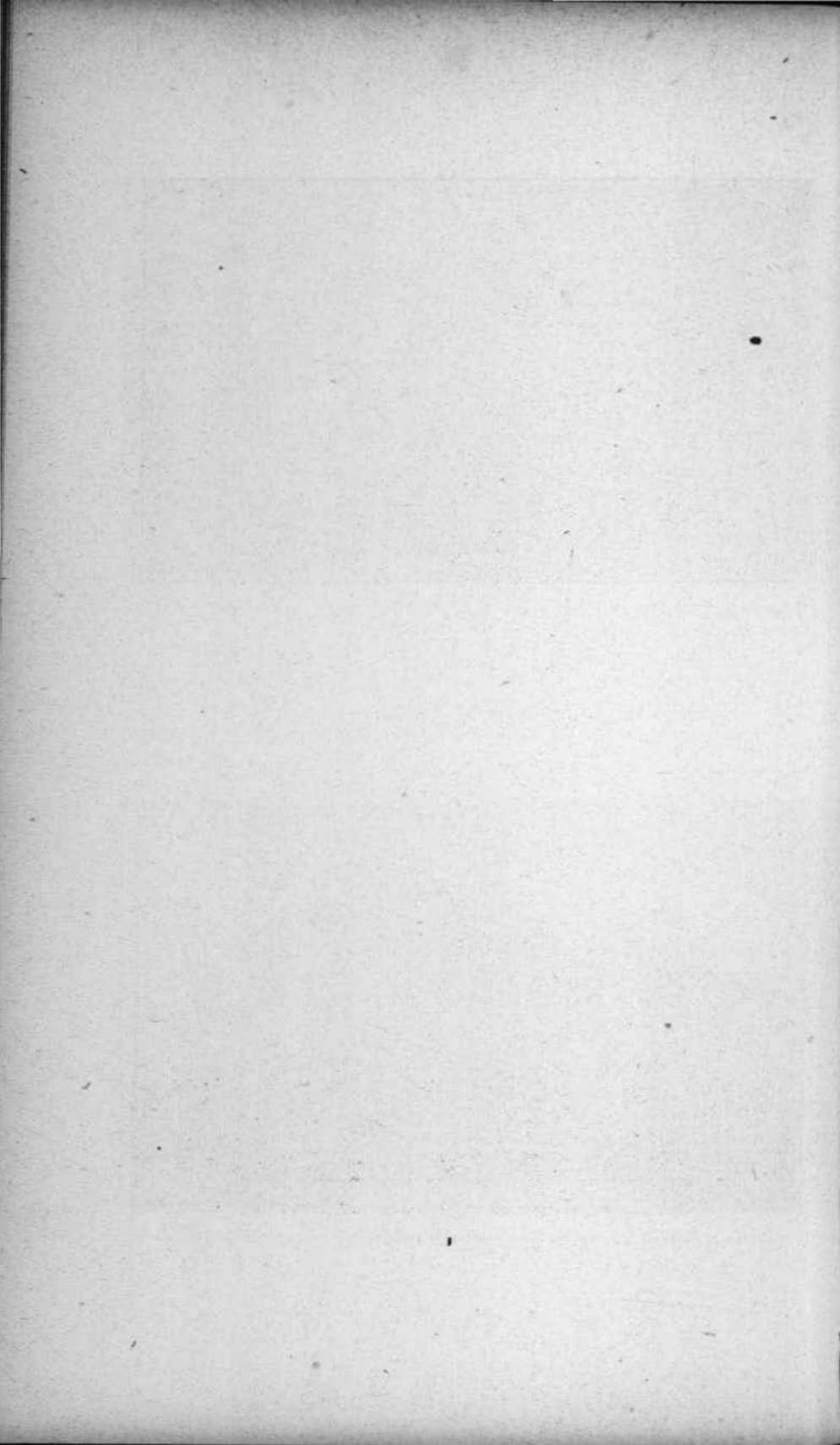
Besides the main building the former primary building is being remodeled and converted into a modern building

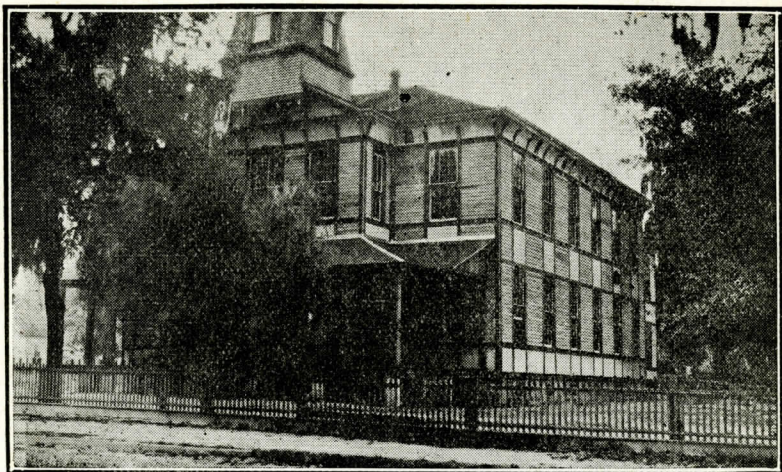


FELLOWSHIP SCHOOL (MARION CO.), FELLOWSHIP, FLA.

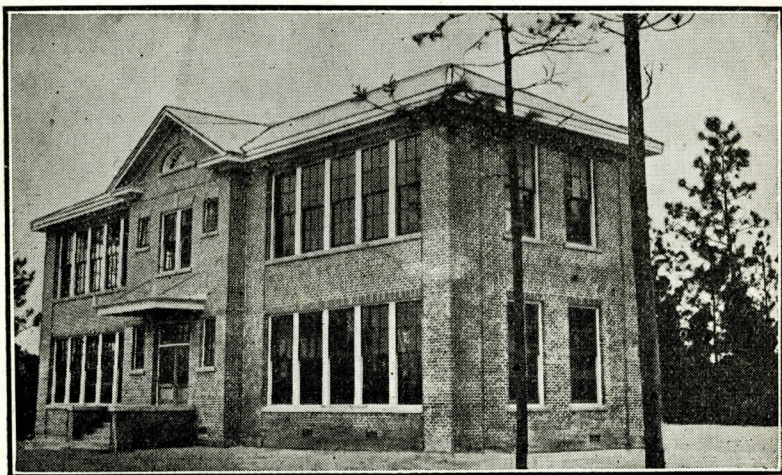


OCALA'S NEW PRIMARY SCHOOL (MARION CO.), OCALA, FLA.

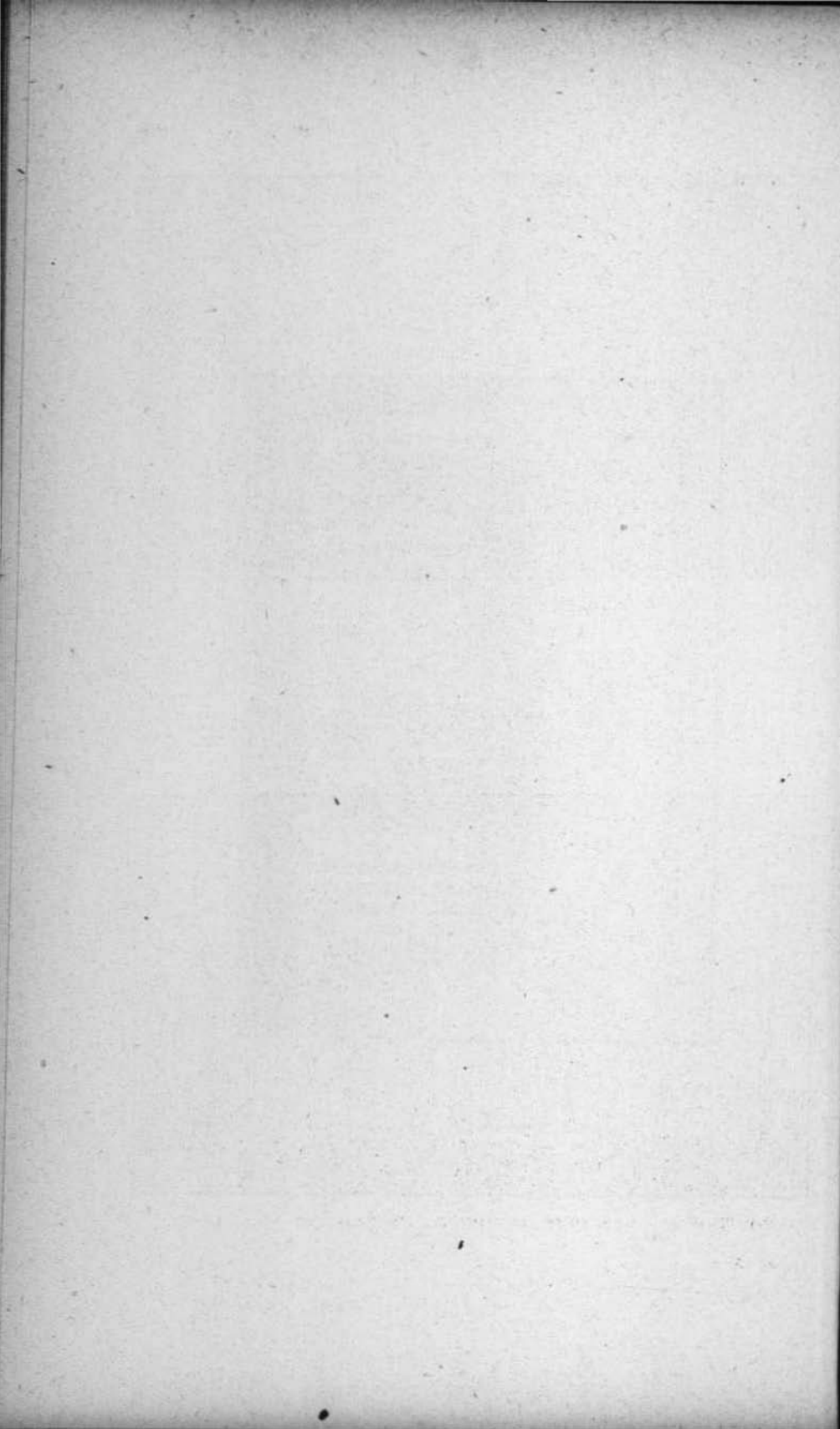


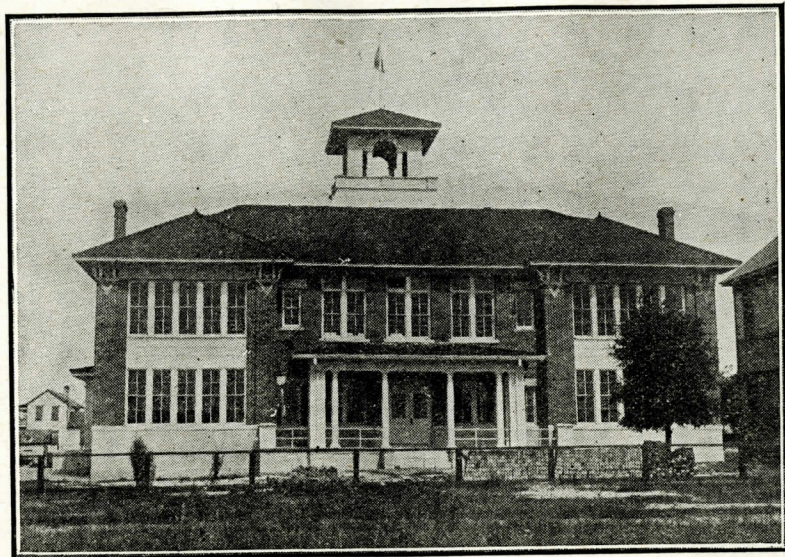


MARION COUNTY HIGH SCHOOL DORMITORY (MARION CO.),
OCALA, FLA.

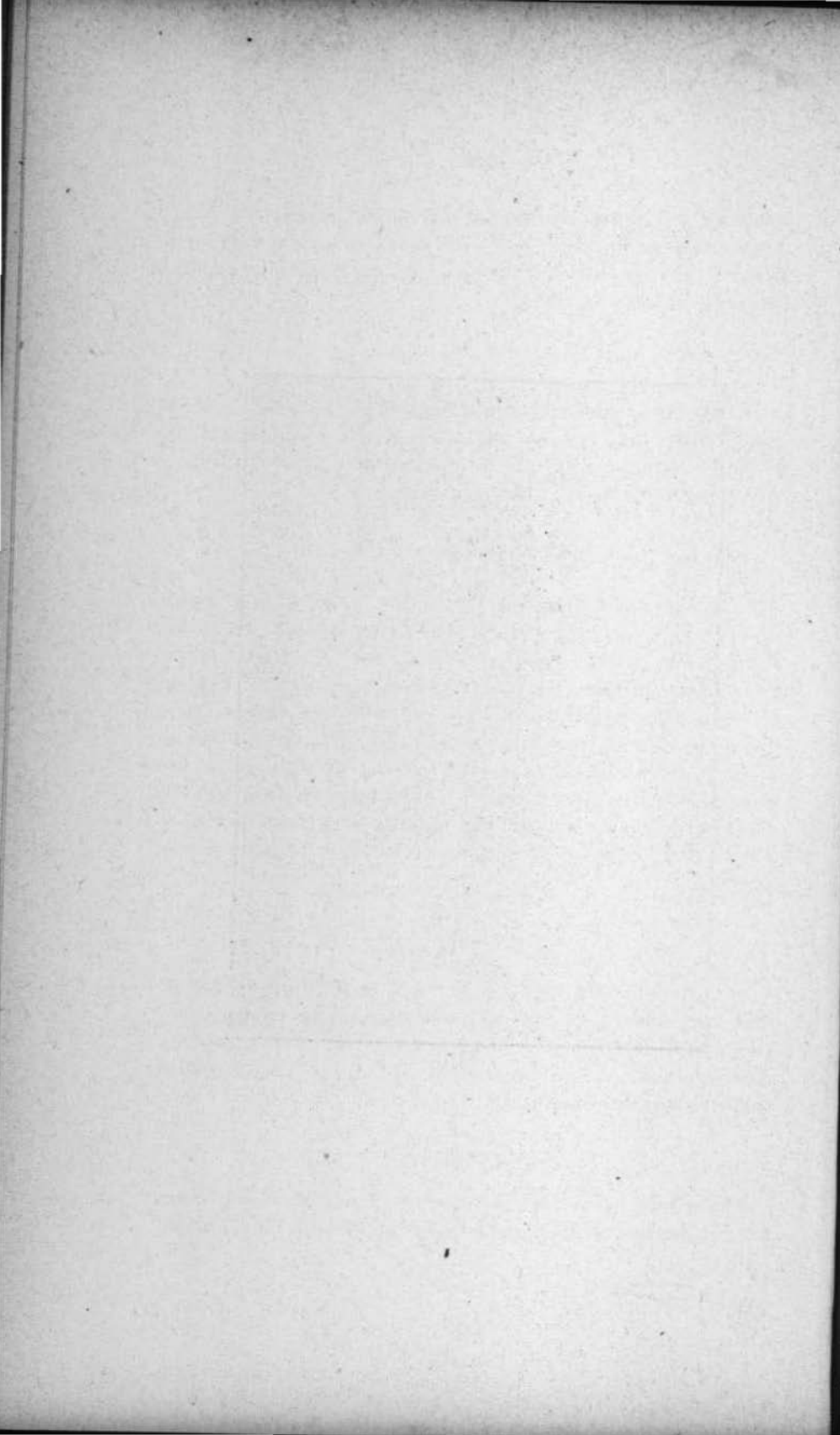


NORTH OCALA NEW PRIMARY SCHOOL (MARION CO.), OCALA, FLA.





DUNNELLOH SCHOOL (MARION CO.), DUNNELLOH FLA.



with all necessary equipment for work along this line. Also an extra building has been erected in the northern part of the city, which at present is being used as an additional primary building.

NEW BUILDING FOR THE NEGRO SCHOOL.

In the same building operations was included a very commodious building for the colored school to cost about \$7,500, which, in addition to the present good building, will serve their needs for some time.

DUNNELLON BOND ISSUE.

Last year the district of Dunnellon voted a bond issue of \$12,000, which was supplemented by a donation from the general county fund of \$4,000, and a modern brick and frame building erected which is splendidly adapted to the purposes intended. It is a building that a city twice the size of Dunnellon would feel proud of. The old white building has been moved and set up on a large lot secured for the colored school. They have an able faculty of all lady teachers, and are making excellent progress. They are also doing very acceptable work in home economics.

CITRA BOND ISSUE.

The district of Citra has voted a bond issue of \$8,000 and the county proposed to make a donation from county funds of \$4,000, and it is proposed to erect there a modern and commodious building which will be in keeping with the progressive community.

COUNTRY BUILDINGS.

There have also been a number of excellent buildings put up in the country. The best of these is the Fellow-

ship building, the completion of which was celebrated with an elaborate picnic and attended by Governor Trammell and yourself. We have also new buildings at Shady, Fairfield, Eureka and a number of new colored buildings.

TOTAL FOR BUILDINGS IN ONE YEAR.

By the first of January, 1915, our expenditures for new buildings for the current year will approximate \$110,000, and the county school property will be worth about \$200,000.

PROGRESS IN OTHER LINES.

We have made special effort that our actual school work will not fall below the material work in advancement. The reports of the present term indicate a largely increased attendance, and we have had to supply additional teachers in a number of places.

SHORTAGE OF TEACHERS.

This leads to the greatest difficulty that we have. I refer to securing teachers qualified for the work, and even teachers at all. We still have a few white vacancies and a large number of colored vacancies. There is some explanation for the general scarcity of teachers. These conditions should be carefully considered by our school people and by our Legislature and a remedy found if possible.

DIFFERENT EXAMINATIONS FOR NEGRO TEACHERS.

We have a large shortage of colored teachers, and while this is a matter that is too generally passed over very lightly or with a sneer, it is one that should have the earnest thought of the most intelligent and unprejudiced of

our people. If we operate schools for negroes they should not be made a farce or the purposes of the law nullified by the conditions that are absolutely impossible to meet. It is time that the law recognized the injustice and ridiculousness of requiring the negro applicants to make the same grades and reach the same degree of precision in their examinations that the whites do. They in the first place do not have the same requirements to meet in the work that the whites have, their terms are usually shorter than the white terms, their salaries are usually not more than 50 to 60 per cent. of the white salaries for the same time, and their facilities for preparation are nothing like as good as those at command of the whites. Under these conditions it is both cruel and ridiculous to expect or require them to take the same examinations and be graded with the same degree of exactness. Every effort should be made to root out all attempts at fraud in conducting the examinations and in grading the papers and then the law should take cognizance of the differences.

GENERAL ACTIVITY IN SCHOOL BUILDING.

I think that the entire State is to be congratulated upon the activity in general building and equipment interest. In scanning the trade journals it occurs to me that there is no part of the United States where there has been more activity along these lines than in Florida. I take it that the school officials, from the honorable State Superintendent, whose untiring efforts to maintain the entire system upon a sensible and substantial basis we all appreciate, down the line to the smallest one, are responsible for the marvelous development of our system. This, of course, includes our teaching force and all auxiliaries.

These observations are presented with the sincerest regards and warmest interest in our common work.

Very respectfully yours,

J. H. BRINSON,
County Superintendent.

MONROE COUNTY.

Hon. W. N. Sheats,

State Supt. Public Instruction.

My dear Sir:—Complying with your request for a General Report covering the progress of the Public Schools of this County for the past two years, I beg to submit the following:

GREAT PROGRESS.

We are rapidly perfecting our school system in this county. Our progressive campaign, started a few years ago, is being prosecuted with the utmost vigor. The results are everywhere in evidence. The enrollment of pupils is increasing every day, and average daily attendance of pupils has considerably increased. In fact, there is more genuine school spirit among teachers and pupils than ever before.

TEACHERS.

In my opinion, it pays to employ the very best teachers obtainable. My experience has taught me that when we find a good teacher, retain her at any reasonable cost. As a result of this experience, I feel that our corps of teachers have been materially strengthened. We are now employing more than double the number of teachers we had four years ago, and as the qualifications of these teachers are much better than they used to be, we are getting vastly better results.

BUILDINGS.

Since my last General Report, I have been exerting every effort to build larger and better school buildings. We are just finishing one of the finest stone buildings in the State, and expect to open it for business about the

first of the year. I have paid especial attention to sanitary and hygienic conditions in the arrangement of the new school, and expect to limit the number of pupils to thirty to the room.

RURAL SCHOOLS.

The "Key Schools," as we term them, are no better than they were when we started our campaign. Possibly a few more in number; but, in the main, they are about the same. The isolation of the islands are such that we can't combine any of them, and have to content ourselves with maintaining little one-teacher, one-room schools. It is also difficult to secure competent teachers to accept positions on these islands.

In conclusion, I will add that I am well pleased with the general progress of our schools, and believe that in the course of a few years we will have one of the best school systems in the State.

Respectfully submitted,
 VIRGIL S. LOWE,
 County Superintendent.

ORANGE COUNTY.

Hon. W. N. Sheats,

State Supt. Public Instruction.

My dear Sir:—I am pleased to comply with your request for a report of the condition of the schools of this county and the progress made during the past two years. Since my last bi-ennial report, Seminole County has been cut off from Orange, leaving about three-fifths of the original territory. All totals, therefore, will appear comparatively less.

GENERAL SUMMARY.

During the past year Orange County maintained twenty-nine white schools with an enrollment of 2,090, and an average attendance of 1,472, or 70 per cent. of the enrollment; and seventeen negro schools, with an enrollment of 944, and an average attendance of 653, or 69 per cent. of the enrollment. These schools were taught by seventy-six white and thirty-two colored teachers. The low average attendance in this county is due chiefly to the growing desire of larger pupils to earn some money for themselves, and the unusual opportunity afforded for this purpose by the orange and vegetable industries. The total enrollment shows an increase of about ten per cent. as compared with the same schools the year previous; this increase, however, being accounted for largely by the growth of Orlando during the past two years and the consequent increased enrollment in her schools.

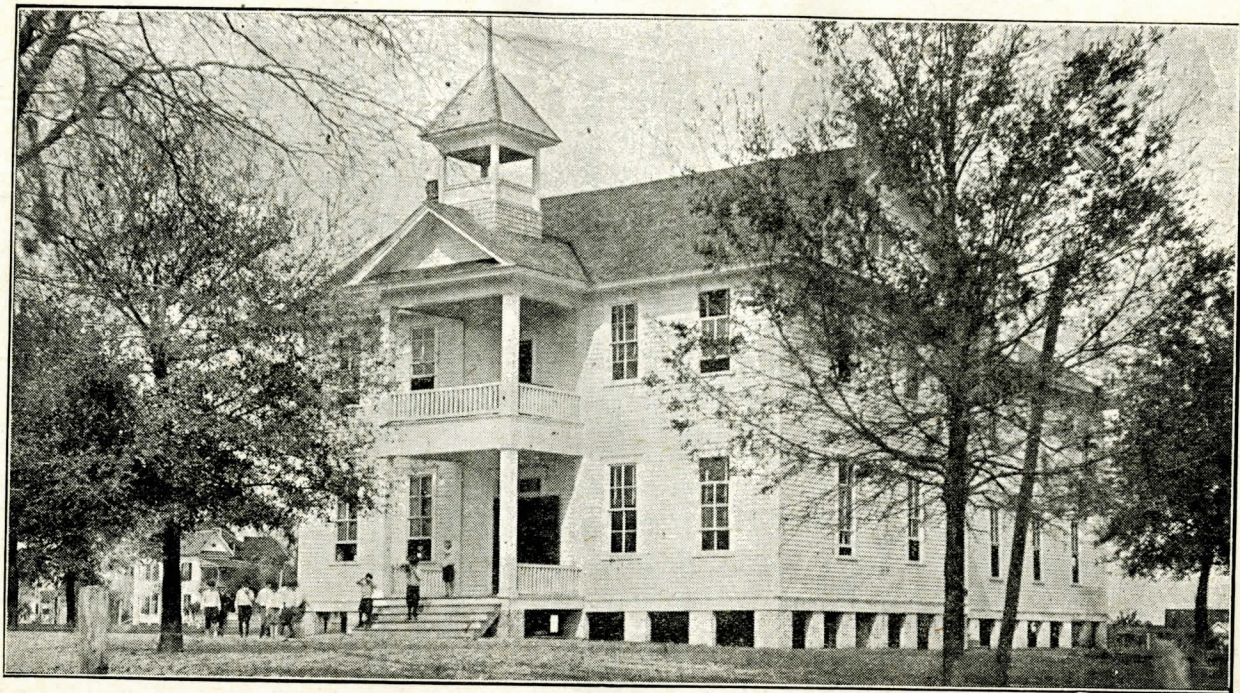
HIGH SCHOOLS.

The county has one Senior and three Junior High Schools. The Senior High School, situated at Orlando, employs for the high school department alone a principal and five assistants at a cost of \$605 per month. For the grades of this school a principal and sixteen assistants are employed at a cost of \$1,295 per month, making a total cost of \$1,900 per month for the teachers for this school.

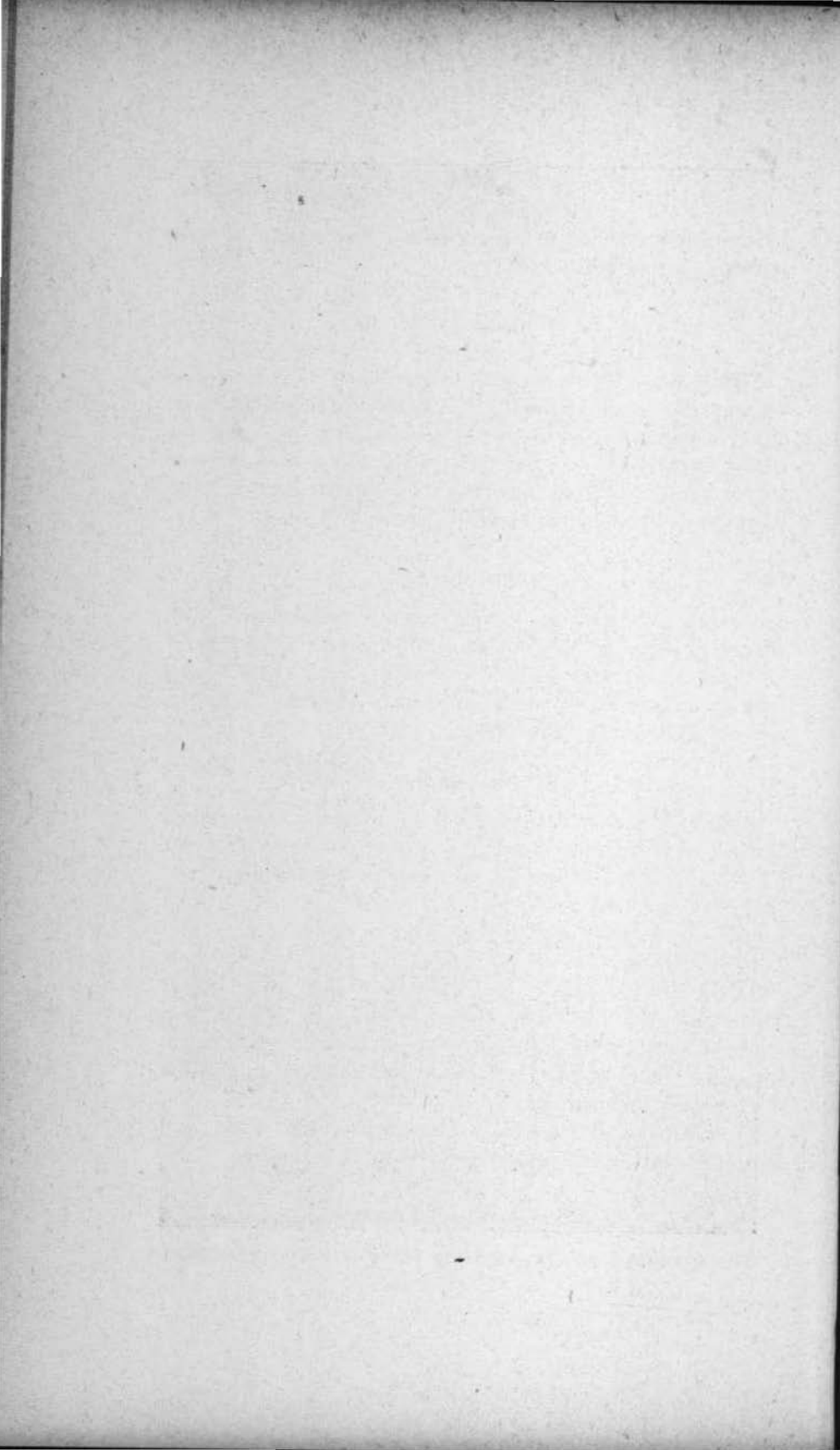
The Junior High Schools are situated one each at Oakland-Winter Garden, Winter Park, and Apopka. Each of these has two teachers doing High School work.

SALARIES OF TEACHERS.

There has been some increase of teachers' salaries from year to year, and the salaries now range for the white teachers from \$40 to \$175 per month, and for the negro



OAKLAND SCHOOL (ORANGE CO.), OAKLAND, FLA.



teachers from \$30 to \$70 per month. The length of term is from six to eight months.

SPECIAL TAX DISTRICTS.

There are eighteen Special Tax School Districts, two having been created during the past year. All but two of these levy a tax of three mills. The districts spend the money received from this tax chiefly in improving their school buildings and equipment, in supplementing salaries of teachers, and in extending length of term.

PATENT DESKS.

During the past two years patent desks have been placed in eight school houses that did not previously have them, and others have been ordered, so that there is not a white school building in the county now that will not be equipped with modern desks.

DISTRICT BONDS.

Taft and Orlando Special Tax Districts have issued bonds since the new bonding law was enacted; Taft for \$4,000 and Orlando for \$50,000. At Taft a splendid two-story frame building has been completed that will furnish ample accommodations for the school for many years.

Orlando has erected a handsome and commodious brick building for the use of the Grammar School at a cost of about \$40,000. This spacious building, which it was thought would add sufficient room to take care of the increasing school population for several years, is now filled with pupils and teachers.

Four other small school houses have been built and equipped during the period covered by this report.

THE TEACHING FORCE.

The standard of the teaching force is being gradually

raised. The people are more and more appreciating the worth of trained teachers, and every school is crying, "Send us a good teacher." The best talent in our own county is utilized, and, to supplement this, trained and experienced teachers from other counties of this State and from other States are engaged. We have not had any great difficulty in supplying our white schools with teachers, but so many negro applicants have failed in examinations for teachers' certificates that the supply of negro teachers is not sufficient for the demand.

NO INSTITUTES.

No Teachers' Institutes have been held in this county during the past two years, but many of our teachers have attended State and other summer schools.

AGGREGATE PAID TEACHERS AND TRANSPORTATION OF PUPILS.

The county the past year paid \$34,115 for salaries of white teachers, and \$5,612 for negro teachers. About \$2,700 was spent for transportation of pupils to various schools. This feature of the work is still unsatisfactory to our Board, but we have not yet been able to abandon it.

FINANCES.

The total receipts from all sources, including cash brought forward, for the school year ending June 30, 1914, as shown in Annual Report of the County Superintendent, amounted to \$118,286.83. Deducting cash on hand June 30, 1914, it is seen that Orange County spent during the past school year the sum of \$73,762.44 for all purposes in the educational work of the county.

OUTLOOK.

The work has its discouraging features, and there are many obstacles to be overcome, many errors to be cor-

rected and improvements to be made, but we believe each year marks some progress towards better facilities and better service and better results.

The current term has opened with increased enrollment and with increased interest, and the outlook for the school year upon which we have entered is encouraging.

Thanking you for your interest in our work, and your helpful suggestions from time to time,

Respectfully submitted,

J. F. McKINNON,
County Superintendent.

OSCEOLA COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

My Dear Sir:—In compliance with your request, I herewith submit the following brief report of the public schools in Osceola County, for the two years ending June 30, 1914.

SPECIAL TAX DISTRICTS.

Since my last report to you there have been established two special tax districts. We have erected three new school buildings, and have added five rooms to the St. Cloud high school. In addition to these new schools several of the schools which had been abolished have been opened.

INCREASE IN INTEREST.

Interest in school work has largely increased throughout the county, as will be shown more clearly by the fact that in 1908-1909 the enrollment was only 869, while this

year the enrollment will go to over 1,500. Also, in 1908-1909 the county only employed 38 teachers, while this year we have employed 54 teachers.

THE SCHOOL BOARD.

The School Board of this county has always been progressive, and has always adopted advanced ideas along educational lines, as is shown by the standing of the schools of this county. Beginning next January two of the old members of the Board retire, leaving only Hon. W. C. Bass, the present chairman. However, Mr. Bass has served for six or eight years, and the two incoming members are also active and progressive men, who will do all they can to assist him in promoting the efficiency of the schools of this county.

SUPERINTENDENT RETIRING.

On the first of next February I retire from this office, which I have held for the past 10 years, and it is with some regret that I give up the work.

I desire now to thank you in this, my last, report, for the many courtesies extended to me, and also to thank the teachers of the county for their hearty co-operation and assistance. I also wish to assure you that, while I am giving up the work, my interest in the same will not diminish, and I trust that at any and all times you will not hesitate to call on me.

Again and again thanking you, and wishing for you every success, I beg to remain,

Yours very truly,

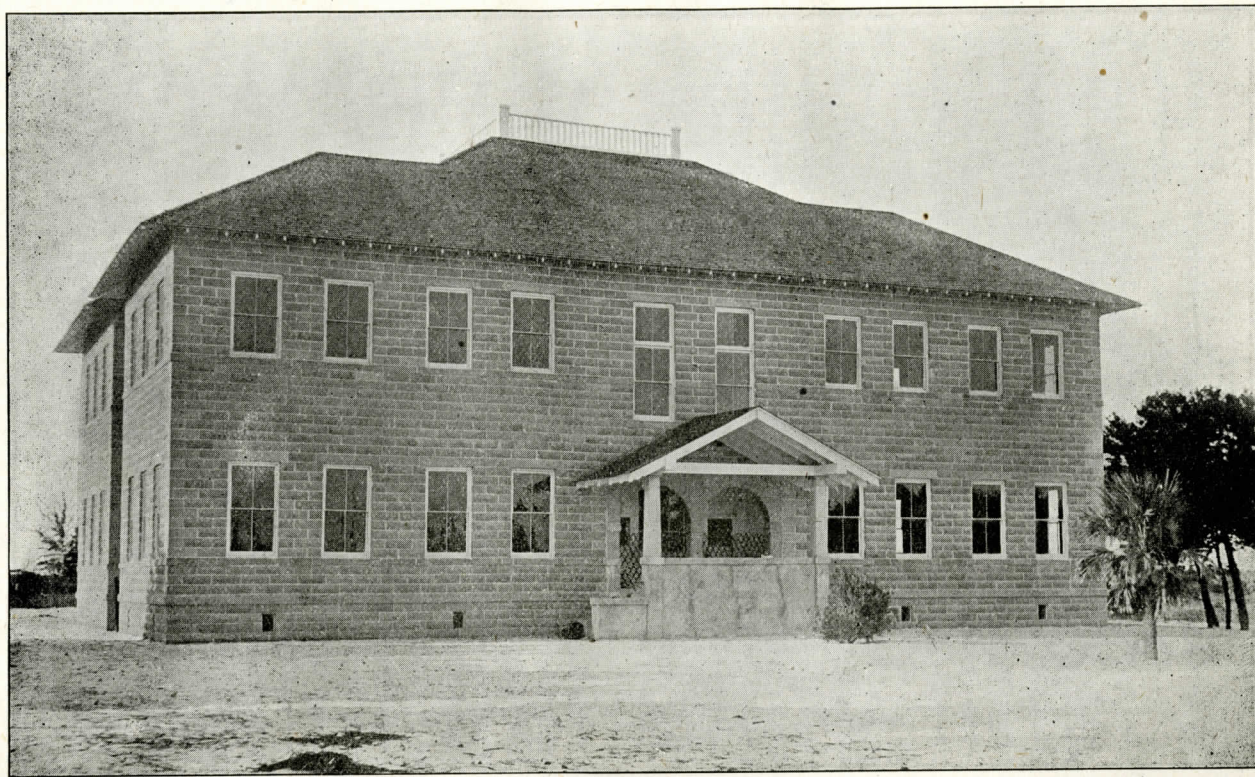
W. J. SEARS,
County Superintendent.

PALM BEACH COUNTY.

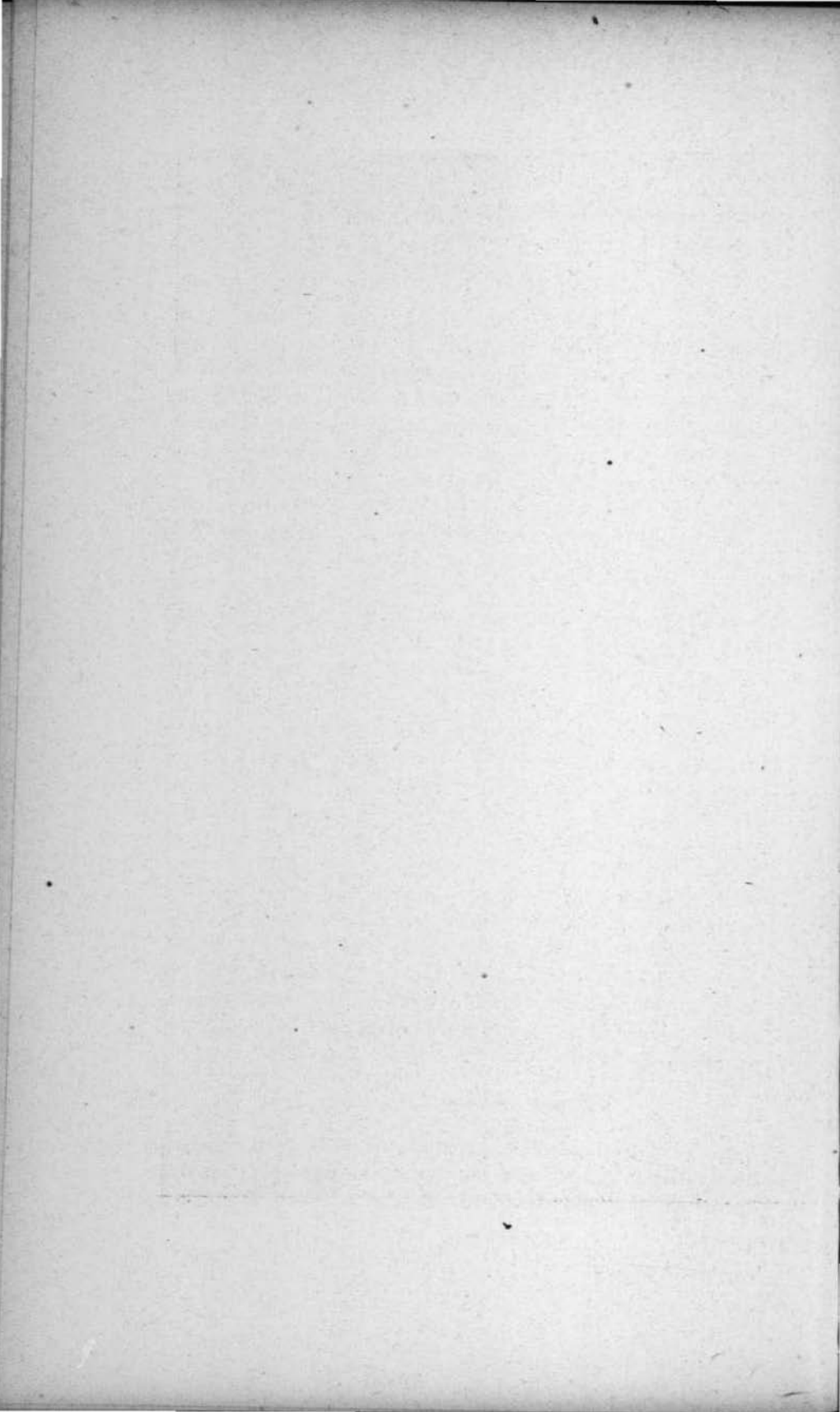
Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request for a bi-



DELRAY SCHOOL (PALM BEACH CO.), DELRAY, FLA.



ennial report on the schools of this county, I submit the following:

EVIDENCES OF PROGRESS.

The greatest evidence of the development of Palm Beach County is the increase in the school enrollment since our last bi-ennial report went to the educational headquarters of the State. Since June 30, 1913, we have gained in enrollment 598, over 45 per cent., and a total of 118 per cent. since the formation of the county in 1909. As in that year, comparing our school enrollment with the Federal Census of 1910, over 15 per cent of our entire population was enrolled in our public schools. We have more than doubled in population as well as in school enrollment; and using that as a foundation on which to base an estimate, we now have a population within the county of 12,158.

BUILDINGS.

Our building operations have kept pace with our growth in school population. Within the last two years we have completed an eight-room building, with cross-halls, at Delray, at a cost of \$12,000; a six-room building at Boynton at a cost of \$15,000, both containing all modern improvements; and at present the annex to the West Palm Beach High School building, the contract price of which was \$31,100, is nearing completion. In addition to these we have erected four small frame buildings, at an expense of \$500 to \$1,400 each. All old buildings are kept in a state of good repair, and we believe that paint adds to the longevity of the building as well as to its neat appearance.

FURNITURE AND APPARATUS.

All of our schools are well equipped with furniture and apparatus. It has been our policy to use only the best furniture that can be obtained, and to have it uniform

throughout the county. While the particular desks which we have adopted as the standard in our schools do not look so imposing as some other makes, we are convinced that they are the most comfortable and durable of any that have come to our notice.

TEACHERS AND SALARIES.

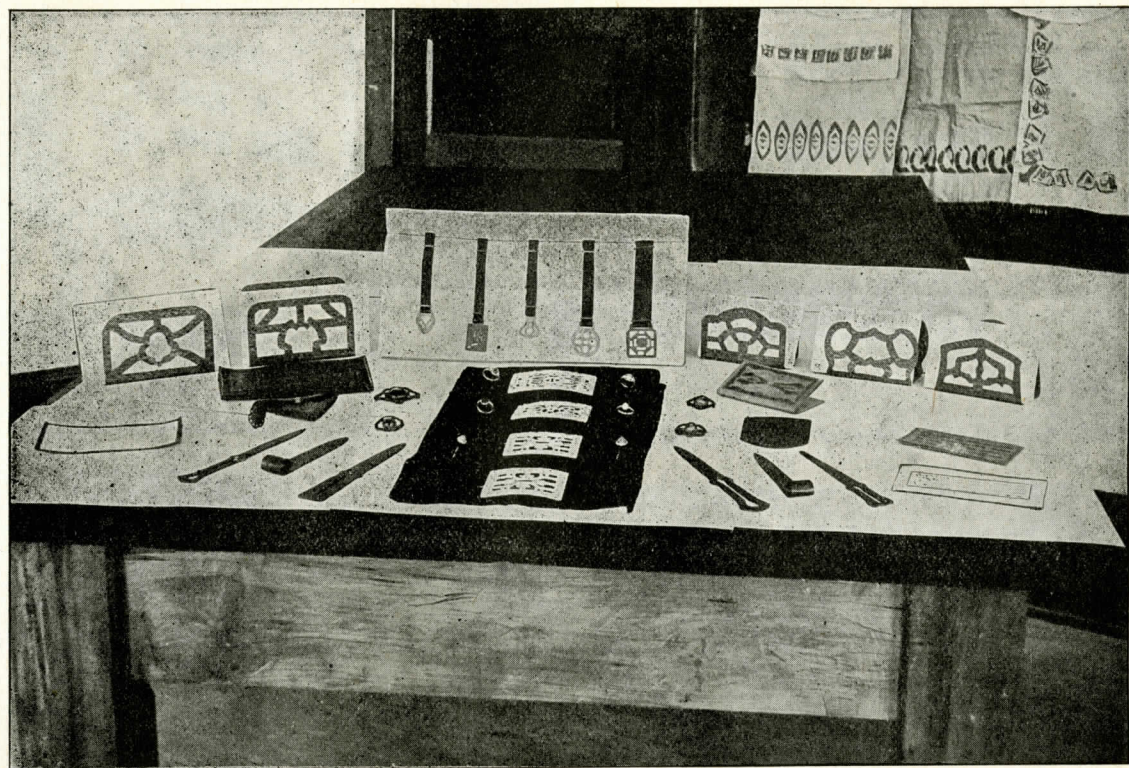
We have experienced no inconvenience in procuring teachers, further than satisfying ourselves that they measured up to our standard. On the contrary, we could fill our schools, except the smaller ones, many times over each year with college professors, could we afford the salaries which would be an inducement for them to accept positions with us. The fame of Palm Beach County operates against us in this particular, bringing us a deluge of applications each year.

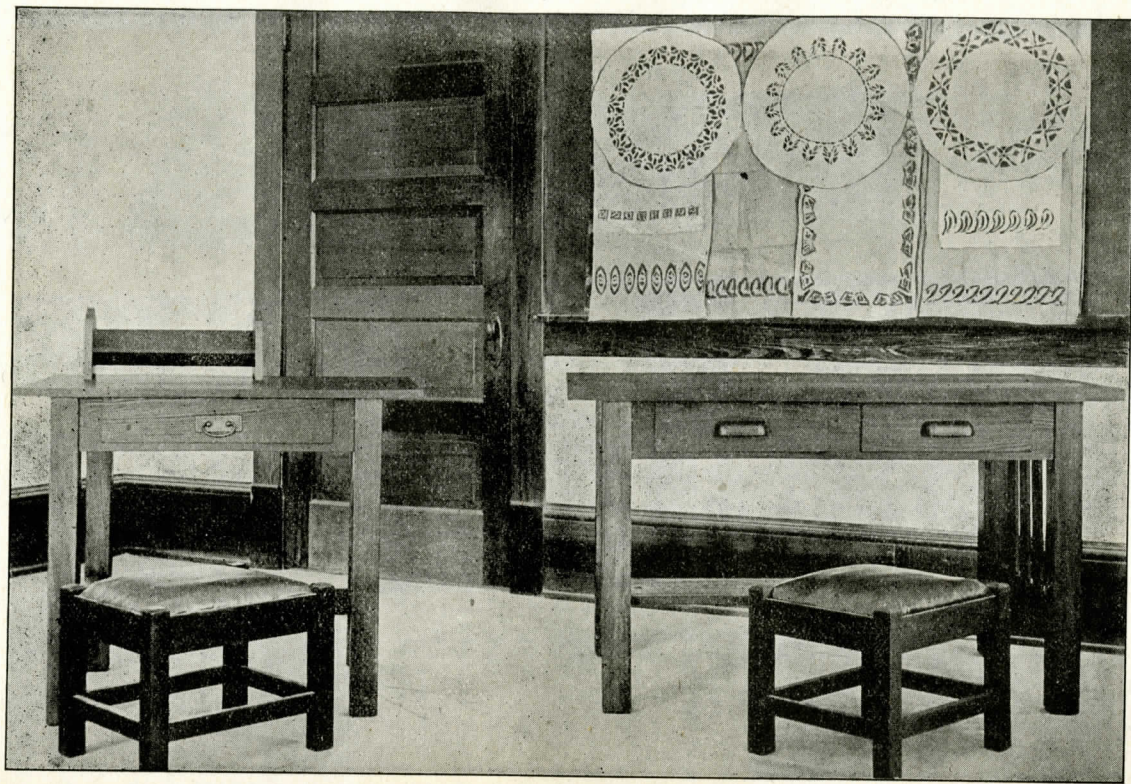
The average salaries paid last year for white males, \$113.13; \$70.27 for white females, and about the same every year. The amount paid negro teachers during the same period was: Males, \$57.50; females, \$38.

FINANCES.

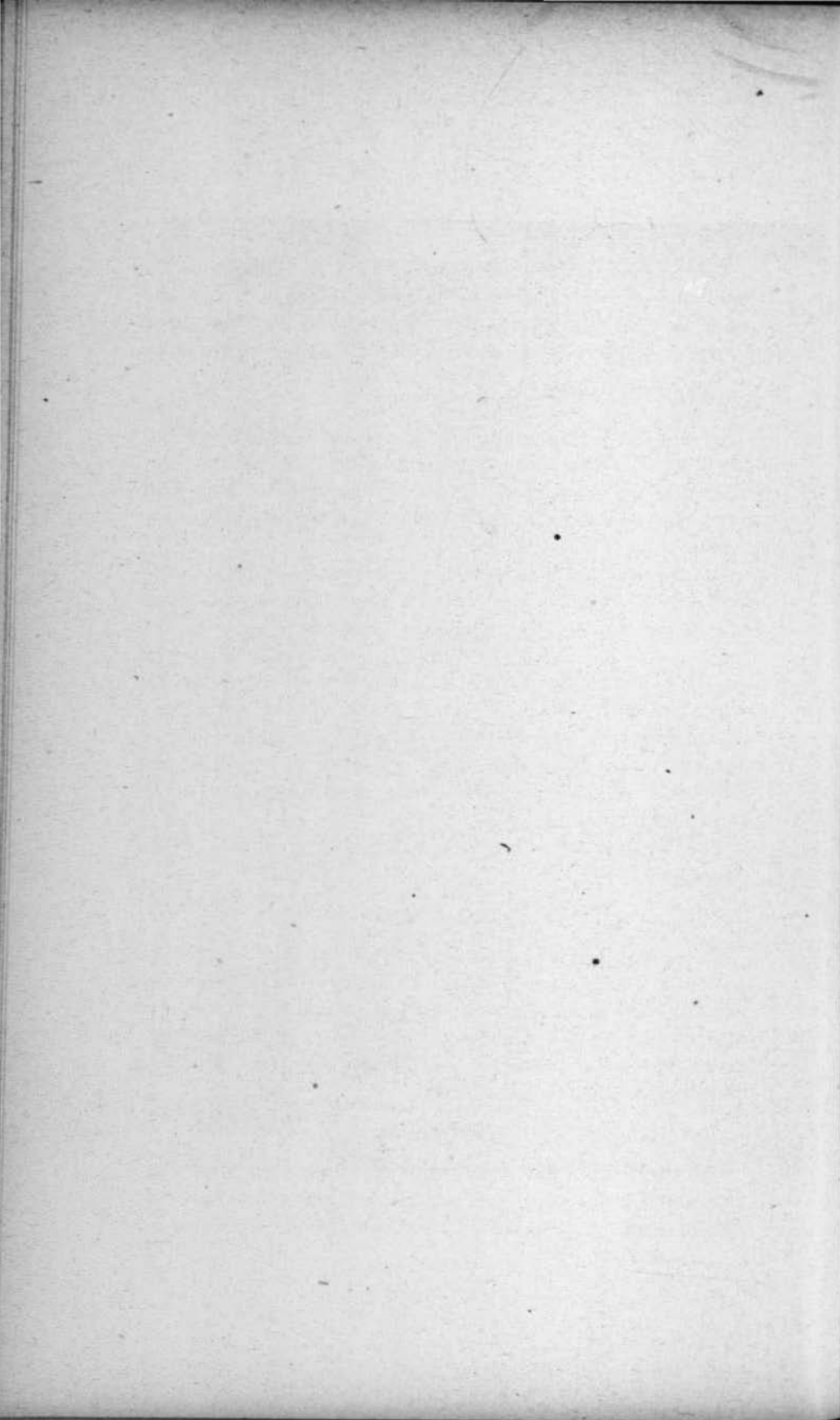
While the district treasuries have never failed to maintain a healthy financial condition, the county treasury has not been so fortunate. Many of the large holders of Everglade lands were unable to meet their tax obligations the past year, letting much of it return to the State, hence our county fund is considerably in arrears at present. This, however, has caused no embarrassment in maintaining our schools. The past year we should have received from all sources, for both county and district funds, about \$83,000. The cost of maintaining our schools was less than \$77,000. From these figures you will observe that we would have made a fine showing, and had a neat balance to our credit in the treasury, but for the reasons before mentioned.







TWO INDUSTRIAL EXHIBITS OF DELRAY SCHOOL, DELRAY, FLA.



SPECIAL DISTRICT BONDING LAW.

The Special District Bonding Law has enabled us to bond one of our districts in the sum of \$35,000, and another in the sum of \$13,500. Two other districts have voted for bonds, one for \$25,000, and the other for \$10,000.

HIGH SCHOOLS.

At present we have but one senior high school, but according to certain ruling regarding them, I am not certain that we have that. However, many educators who have been over the State remark that we have the best one in it.

Our Intermediate High School, located at Delray, is the only school in the county where wood working has been introduced, though arrangements have been perfected for its introduction into the County High School, the first of January next. At Boynton a laboratory has been installed at an expense of about \$1,000, while the Stuart school has Domestic Science. Though the pupils of the Jupiter school have no manual training of any kind we hope to provide them with these advantages ere many terms have passed.

The last three schools mentioned are Junior High Schools.

TRANSPORTATION.

Because of the situation of many of our pupils in regard to water courses, as well as the distance of others from school, transportation has become a serious problem, one which we have not been able to solve to our satisfaction. Last year we expended \$4,117.90 on this item, enabling pupils to reach the schools.

TEXT-BOOKS.

In 1911, when the Uniform Text-Book Law went into operation in some of the counties, we had a five-year contract, three years of which were unexpired. Now we are

using the new books, some of which we find more satisfactory than some of the old ones were.

LOCAL INSTITUTES.

As nearly all our teachers come from outside the county and return to their homes for their vacation, we are unable to have a summer school in the county. This accounts for our small attendance at the State Summer Schools. However, though all our teachers are normal trained, we have our Local Institutes during the school year, having perfected a county organization.

Yours very respectfully,

H. W. LEWIS,
County Superintendent.

PASCO COUNTY.

Hon. W. N. Sheats,
State Supt. of Public Instruction.

Sir:—I beg to submit the following report of school conditions in Pasco County.

HIGH SCHOOLS.

Pasco County has two high schools at present, one situated at Dade City, the other at Zephyrhills.

At Dade City school we had for the last year three teachers, exclusive of the principal, who did high school work. For the coming year we expect to use four teachers in the high school work, thereby practically relieving the principal of too much work, that he may devote the major part of his time to inspection of the grammar and primary grades. In this school we have a laboratory

fairly equipped with chemical and physical apparatus, together with some equipment for manual training.

Our library is not as complete as we would have, on account of finances, though the Board has made appropriations for its betterment and for the equipment in the laboratory.

The other departments of this school are measuring up to the standard of efficiency.

Zephyrhills School is now rated as a Junior High School, but it hopes to reach the requirements for the Intermediate or possibly Senior this school year. Last year we employed two teachers in the high school, but this year we will have three teachers who will do exclusive high school work. The laboratory and library have received some substantial increases during this vacation.

All of the high school teachers hold full State certificates or specials on the subjects they teach.

RURAL SCHOOLS.

The rural schools of Pasco County are all situated in Special Tax School Districts, which enables them to run a term of school from one to three months, in connection with the term furnished by the general county levy. Nearly all of the rural schools are furnished with libraries, maps, and globes, bought by the Trustees out of the special funds. A great interest is being shown by the people of the rural districts towards the improvement of the buildings and school grounds, quite a few have been painted lately. The average term last year for the rural schools was six months. For this year we hope to average at least seven.

TEACHERS.

The teaching force of Pasco County is as good as can be expected under the present system of examinations.

In the majority of our schools we are able to use first

grade teachers of experience. In some instances we have to use third grade teachers, though it is the policy of the Board to encourage the raising of the grade of certificate.

SPECIAL DISTRICT BONDING LAW.

Two of the Special Districts have already petitioned the Board for bonds. Many others are talking of doing so at an early date. The cry is for brick buildings.

FINANCES.

The finances of the county fund are involved at this time, due to the increased amount of building the county has done for the last two years. The district funds are standing with a substantial credit.

INSTITUTE.

The Board authorized the Superintendent to hold a three days' Institute, which was attended by all teachers of the county but two. Quite a bit of interest was manifested, notwithstanding this was the first institute held in the county for a number of years. The outlook for the future of the schools of the county is very encouraging, manifested by the interest displayed by the people.

Yours truly,

J. W. SANDERS,
County Superintendent.

PINELLAS COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—Our schools speak for themselves more strongly than any thing I can say for them. The \$500,000

invested in the magnificent schools of the county reflects the dignity of the Pinellas county child, and the \$125,000 (three times the amount of two years ago) that the tax-payers of Pinellas county will provide this year for the maintainance of their schools proclaims what the people of Pinellas think of education.

A BETTER FINANCIAL SYSTEM.

If the County Treasurer's office is abolished, as it doubtless will be, I should favor a law that would give the County School Board the custody of all school funds. If this Board is to be intrusted with the education of the county, I would think the people could trust the same Board to handle the money. Under the present system the schools not only lose the heavy commission paid the Treasurer but are handicapped in many other ways, which really are of a more serious nature than the loss of the commission. For example, there may be money to the credit of a dozen funds and none to the credit of a particular fund that needs money at a certain time. Under the present system we cannot use this idle balance of the other funds except by going to the bank and borrowing it, and paying 8 or 10 per cent. for using our own money. Certainly the school funds are a sacred trust and should be safeguarded and protected in every way, but I hope that the next Legislature will see its way clear to "Render unto Caesar the things that are Caesar's," allowing the County School Boards of the State the privilege of receiving, holding and disbursing their own funds, without having to lose a large part in commissions and discounts.

AMENDMENTS TO THE SPECIAL TAX DISTRICT BOND LAW.

Chapter 6542 has proven a great blessing in many ways to the schools of the State, but I think at least two amendments are necessary to make it more beneficial.

First. The School Board should have the actual cus-

tody of the proceeds derived from the sale of the bonds. Bonds represent the taxes for twenty-five or thirty years hence, and the taxes for all these years will necessarily be sufficient to provide for the bonds when they mature. Why should the County Treasurer, who is in office at the time of issuance of bonds, have the benefit of the commissions on the taxes that are presupposed for twenty-five or thirty years hence?

Second. There should be some provision in this law for the sinking fund necessary for the retirement of bonds when they fall due. Why not allow the County Board to invest the sinking fund of larger districts in the bonds of smaller districts. The smaller districts can not sell their bonds to advantage, and if they are made to bear 6 per cent. interest they would certainly be a safe and profitable investment for the sinking funds of a larger district.

THE MISSING LINK.

The Florida Educational System has one serious imperfection. It does not provide for any normal schools. We have elementary schools and secondary schools and schools of higher education, but there are no normal schools to train teachers for the innumerable schools of our State. The normal school is the basis of all education. In the last analysis, the school is the teacher and in every case the teacher is what her training has made her.

It is true there is a normal department in each of the two State schools, but for some reason they are not serving the people. If I had employed all of the students enrolled (not graduates) in both of these schools last year, I would not have had enough teachers to meet the demand of Pinellas County, the smallest county in the entire State. We are spending thousands of dollars on the schools of higher education, both of which have scarcely enough students to survive, for the reason that we have not

brought the secondary schools to such a standard of efficiency as to graduate 5 per cent. of their annual enrollment.

OUR EXAMINATION LAWS.

Until we can train some of our own young people for teachers, why not give the school officials of the State the right to employ teachers from other States, whose splendid normal schools have provided a surplus of well trained teachers? The schools must be provided with teachers. We do not have the teachers in the State and we cannot get them from other States. The best teachers from other States, whose educational systems are certainly equal, if not superior, to ours, can not understand why their life certificates can not be accepted in Florida. They do not care to undergo one of our State examinations. Why should we keep this Chinese wall (educationally) around Florida, when we are spending thousands of dollars annually in other lines trying to induce people to come to Florida? Is it to protect our home talent? The day of tariffs and privileged interests is no more. Give our home boys and girls the chance to become trained teachers and they will stand against the competition from any State.

Thanking you for the privilege of submitting this general report in connection with my annual report, I am,

Very respectfully,

DIXIE M. HOLLINS,
County Superintendent.

POLK COUNTY.

Hon. W. N. Sheats,

State Supt. Public Instruction.

My Dear Sir:—Complying with your request, I beg to submit the following brief report as to the condition of the schools of Polk County.

Our school system in the past two years has shown very marked improvement. The entire personnel of the Board of this county was changed when the present members assumed the duties of office January 7, 1913.

SENIOR HIGH SCHOOLS.

We have at present four Senior High Schools, namely: Lakeland High School, at Lakeland; Summerlin Institute, at Bartow; Fort Meade High School, at Fort Meade; and Mulberry High School, at Mulberry. It is the intention of the Board to recognize the Winter Haven Intermediate High School as a Senior High School the forthcoming term, thus making a total of five Senior High Schools in the county. The five schools, the past year, had an enrollment of 2,957 pupils under the supervision of 79 teachers. We have placed 88 teachers in these schools for the forthcoming term, and expect the enrollment to be approximately 3,500. These schools are maintained for eight months, salaries of teachers being paid from the county school fund. The salaries paid teachers in the high schools the past year were as follows: Each assistant in the high school department, \$85, teachers in the grammar school department \$55 to \$65, and for teachers in the primary department \$55 to \$85 per month, while the salary of the principals of the schools varied from \$165 to \$220 per month. This year we have arranged the salaries of teachers of these schools more uniformly. The salaries of the principals we have fixed according to the size of the school, at \$165 to \$235 per month. The first assistant's salary in each school will be \$100 per month, and each assistant in the high school department will be \$85 per month. In the grammar school department, the salaries will be \$60 to \$65 per month; in the primary department, the salary of the principal will be \$85 per month, and each assistant from \$60 to \$65 per month. Much of the success of these schools was the result of the teachers co-operating with the principals.

BRICK BUILDINGS.

These high schools all occupy handsome brick buildings, except the Winter Haven school, but this thriving town has shown that it is not lacking in public spirit by recently voting in favor of a \$40,000 bond issue for the purpose of erecting a large 15-room brick school building, work on which will start at an early date. This, together with the two large brick buildings now in course of construction in Lakeland, will make a total of seven large brick buildings accommodating five senior high schools, having a total of 94 large class rooms.

AUDITORIUMS AND VALUE.

Each school has a large auditorium, the seating capacity varying from 500 to 1,500. The entire value of these buildings, together with their sites (including the \$40,000 building for Winter Haven), will amount to \$169,500. This does not include furniture and apparatus. The four present high schools have complete laboratories, including all apparatus, and all other equipment that is necessary to make them rank with the best in the State.

INTERMEDIATE AND JUNIOR HIGH SCHOOLS.

We had one intermediate high school the past year (Winter Haven), which will be recognized as a senior high school, as above stated. We have only one school which is ranked as a junior high school. This school is under the supervision of five teachers.

GRADED AND RURAL SCHOOLS.

We have 75 graded and rural schools, under the supervision of 113 teachers. Of this number, 54 are one-teacher schools and the remainder are two, three and four-teacher

schools. It has been the policy of this Board to consolidate as many small schools as possible, thereby giving longer terms and more efficient teachers. We have an excellent rural school system, one which I doubt if any county in the State can surpass. One of the features of the rural school system is the Rural School Improvement Associations which are being organized in all the rural school vicinities. The Board has co-operated by offering valuable prizes, such as libraries, charts, etc., to the schools making the greatest improvement in a certain time set by the Board. This is found to be a great saving, as the Board has, heretofore, been having to pay out large sums annually for repairs, which will not be necessary where these associations are organized. Another feature is the uniform student examinations which have been recently adopted in this county. All examination questions will be sent out from this office, and the result of the examinations will be the basis for the promotion of pupils, making the grades of all schools uniform, whether city or rural schools.

SALARIES OF RURAL TEACHERS.

The salaries of teachers in these schools vary from \$45 to \$115 per month, the length of term varying from 5 to 8 months. The schools are maintained for 5 months from the county fund, and where the schools are within a special tax district the terms are usually lengthened at the district's expense. Teachers' salaries are usually supplemented from the district funds.

BETTER ATTENDANCE.

My annual report to you shows that the average attendance of these rural schools has increased from 10 to 15 per cent. over previous years. This I attribute in a great measure to the careful supervision that I have been able to give them, by the County Board employing the necessary clerical help in my office.

NEGRO SCHOOLS.

The negro school system in this county is very complete, as we have 14 established, employing 35 teachers. My annual report shows that the total enrollment of these schools for the term of 1913-14 was 1,212. Salaries of the teachers vary from \$35 to \$70 per month; the length of term varying from 4 to 7 months. The value of the property of these schools at present is \$8,320, while there is to be a \$5,000 building erected at Lakeland this winter.

TEACHERS.

Counting no teachers twice who were employed the past year, our teachers held the following grades of certificate: State 7, Special 2, Primary 9, Life Primary 3, Life First Grade 3, First Grade 79, Second Grade 65, Third Grade 14, Temporary 10. Some of the teachers holding temporary certificates secured regular certificates at the examination called in October. Our supply of teachers the past year was small, but this year I have more than enough to supply all schools of the county. Quite a number of them are preparing themselves for better work this year by attending the State Normals and other good normals. To make the teaching force of this county more efficient, the Board conducts an Institute at Bartow each year, for one week, before each June examination. A Tri-County Institute, including the counties of Polk, Lee and DeSoto, was held last year at Arcadia, and we are making an effort to make it permanent and we hope to have it meet in Bartow next fall.

SPECIAL TAX SCHOOL DISTRICTS.

There have been 10 special tax school districts created within the past 18 months, making a total of 46 districts in the county. Several others will be created within the

next few months, thus embracing all territory of the county into such districts. Under the Special Tax District Bonding Law, six districts have been bonded. Four of these districts have sold their bonds; of this number, one has received its money; the others have been approved and the money will be available soon. Four of these districts bonded so as to erect fine brick buildings, and the other two for the purpose of paying for buildings already erected and for their equipment. The following districts have bonded for the amounts mentioned: Lakeland, \$50,000; Bartow, \$15,000; Winter Haven, \$40,000; Auburndale, \$15,000; Mulberry, \$15,000, and Frostproof, \$15,000, a total of \$150,000. Three other districts have filed petitions for the issuance of bonds, to be acted upon by the Board at its next meeting.

UNIFORM TEXT BOOKS.

The uniform text books were placed for sale in Lakeland and Bartow. I found that this would be an inconvenience in both expense and delay for pupils living in other parts of the county, so I took the matter up with the Book Companies and they have placed agencies in Mulberry, Winter Haven and Fort Meade. All dealers seem to have a sufficient number of books to supply the demand. I feel very much pleased with the change and all teachers seem to be very much pleased with the new text-books.

FINANCIAL.

The increase in school funds has been nearly 50 per cent. in the past two years. The amount assessed for school purposes for the year of 1913 was about \$145,000. Of this, about \$115,000 has been collected thus far. We have a net indebtedness of \$169,762.97, most of which is for borrowed money for buildings, and the remainder is for

indebtedness incurred before the present Board assumed the duties of office.

OUTLOOK.

I feel very much encouraged with the progress that we have made the past two years. Our Board is a unit and each member seems to have the same fixed purpose in view, that is, to do something for the betterment of our schools, and I am sure that much has been accomplished in the past two years, and the outlook for the future is very bright.

FLORIDA EDUCATIONAL ASSOCIATION.

The next meeting of the Florida Educational Association will be held at Lakeland, in this county, and we extend a cordial welcome to the educators of the State at large, and we hope to give you a reception that will be a credit to any town many times the size of Lakeland. We feel that the educational interests of our county will be greatly benefited by this great force of educators.

Please allow me to congratulate you on the great progress that you have made during your administration. I wish to thank you for the courtesy that I have received from your office.

May your efforts be crowned with further success.

Respectfully submitted,

C. A. PARKER,
County Superintendent.

PUTNAM COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—In compliance with your request, I am sub-

mitting herewith a report of the condition of the schools of Putnam County for two years ending June 30, 1914.

EVIDENCES OF PROGRESS.

In the past two years Putnam County has done nothing of which to boast. Yet, we believe we are making steady progress in school work. As evidence of this the patrons of our rural districts are demanding stronger and better qualified teachers, and in order to secure such they are, in several places, supplementing the teachers' salaries.

We are now having a series of teachers' Institutes, which we believe will make a decided improvement in our schools.

We have erected a few new buildings and remodelled some of our old ones.

Our financial condition is improving slowly. Our debt is now very small.

Respectfully submitted,

J. D. COTTINGHAM,
County Superintendent.

. ST. JOHNS COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Sir:—Complying with your request, I hereby submit the following statement of what has been accomplished in this county for the public schools during the past two years.

I have been hard at work ever since assuming this office, on January 7, 1913, and I still see a great deal of work ahead of me and my fellow Superintendents. To enumerate everything that has been done in the schools of this county during the past two years would take more

space than you have allotted me. Therefore, I shall confine my remarks to the most important things accomplished.

BUILDINGS AND SALARIES.

All the school buildings in the county have been repaired that needed it, supplied with good water and fuel and kept in a sanitary condition. Five new school buildings have been erected, and two are being constructed in the rural districts. Salaries have been raised in some of the rural schools, which has insured better management and produced better results. I find that we are compelled to depend largely on the teachers in the rural districts, owing to the nature of the work that a County Superintendent has to do, not giving him much time for direct supervision of rural schools. In order to secure competent teachers sufficient salaries must be paid them. There has been a decided increase in school attendance under the improved conditions of the schools, both in the rural districts and in the city.

DENTAL CLINIC AND IMPROVEMENTS IN ST. AUGUSTINE SCHOOL.

Under my administration the School Board has established in the St. Augustine school the following improvements:

A fully equipped Kindergarten, Manual Training for pupils above the sixth grade, and a Dental Clinic. The Dentist's office is located in the St. Augustine High School building, and all public school pupils are examined and their teeth treated free of charge. This applies to pupils of the entire county. The Dental Clinic was made possible by the generosity of Mr. John T. Dismukes, of St. Augustine, who pays the dentist's salary. The Board furnished the outfit for the Dental Clinic and furnishes

the necessary supplies. This work has been very successful with us and has helped the pupils wonderfully. I am reliably informed that this is the only school in the Southern and Western States wherein the teeth of the pupils are examined and treated free. The salaries of the teachers have been raised. A Supervisor of Penmanship has been employed for the St. Augustine school, who teaches penmanship in all the grades and in the high school. A teacher of Modern Languages has been employed. Forty-five minutes recitation periods and a nine month's session for the St. Augustine high school have been established, which has placed it on the accredited list.

COMMERCIAL COURSE.

The Commercial Course of the St. Augustine high school has been improved and is equipped with nine typewriters, representing the three standard makes. A full two-years' course is given, consisting of the following subjects: Shorthand, Typewriting, Bookkeeping, Commercial Law, Business Arithmetic, Business English, Spelling, and Penmanship. A pupil satisfactorily completing this course is capable of taking a position in an up-to-date business office.

HOT LUNCHEES AND OTHER IMPROVEMENTS IN THE HIGH SCHOOL.

The St. Augustine High School Orchestra has been improved and now consists of twelve pieces. All the members of the orchestra are boys. Hot lunches are served in the basement of the High School building. The steam heating of the St. Augustine school building has been repaired and put in excellent condition, which makes this splendid building second to none in Florida.

FINANCIAL.

The financial condition of the school fund of this coun-

ty is not as good as I would like to see it. When I became Superintendent I found an indebtedness of about \$75,000. The most of it was out at 8% interest. Last year about \$7,000 was paid out for interest alone. Through my efforts and the aid of the school board we have reduced the rate of interest from 8% to 5½%, thus saving for the school fund about twice as much money annually as my salary amounts to.

ONE SPECIAL TAX DISTRICT.

There is only one special tax district in this county. I tried to get the people to establish a school district in St. Augustine, but it was voted down.

LARGER TAX, FREE BOOKS, ETC.

I find that seven mills is not enough to run the schools of the State properly, and I am in favor of amending the State Constitution so as to abolish the maximum levy of seven mills and permit school boards to levy enough to operate the schools of the State properly. The cry is for better salaries for teachers, longer school terms, and the people are willing to pay for it; but our State Constitution prevents them from doing so. I am in favor of free school books to resident pupils. We go to great expense to establish and operate schools and many pupils are unable to purchase the tools to work with, namely, books. We might go a little farther and fill in this missing link and save money by it. The school might be ever so good, but if the pupils have no books they cannot have the knowledge properly imparted to them.

COMPULSORY LAW AND THE ONE MILL TAX.

I am in favor of compulsory education, and I feel that it can be operated satisfactorily. I am opposed to the

method of the distribution of the one mill State tax, because hundreds of dollars appropriated for school in this county go to other counties. This county is in debt for schools, and some of the counties receiving our money are not as much in debt as we are. Some are not in debt at all.

Respectfully submitted,

D. D. CORBETT,
County Superintendent.

ST. LUCIE COUNTY.

Hon. W. N. Sheats,

State Superintendent.

Dear Sir:—Complying with your request of recent date, I herewith submit the following data of the schools of St. Lucie County:

Since the 1912 report was published, two new schools were established, and the enrollment increased from 895 to 1,163 for white schools; and three colored schools were established, and the enrollment increased from 167 to 277. There are 25 white schools employing 45 teachers and 7 negro schools employing 9 teachers. Five of the white schools and four negro schools have summer terms only. This is on account of the schools being located in the section where winter gardening is carried on.

FINANCIAL CONDITION.

At the time of the last report the county was several thousand dollars in debt. Last year there was over \$1,000 surplus at the beginning of school year, and after all the extra expenses which the Board was put to, by the purchase of additional grounds for the county high school salaries of new teachers, architect for new building, etc., there was a surplus of \$1,000 the first of July, 1914.

The salaries of the teachers have been materially increased, new furniture installed, and graded libraries have recently been bought by the trustees for 16 different schools, ranging in cost from \$130 to \$180.

SPECIAL TAX DISTRICTS.

St. Lucie County contains 13 districts, which embrace the entire county, 11 of which are in excellent condition and the other two will get out of debt this year. These districts have been enabled to add from one to three months to the school term and augment the salaries of the teachers.

HIGH SCHOOLS—OPEN AIR STUDY HALL.

St. Lucie County has only one Senior High School, located at Fort Pierce, but has five schools where ninth and tenth grade work is done, but cannot really be called Junior High Schools, as they do not come up to the requirements of the State regulations.

In the last report I spoke of our intention to build a high school building to cost not less than \$50,000. I am glad to report that we have now in the course of erection a building that will cost \$75,000, and hope to occupy it by the New Year, 1915. It is the intention of the Board to install every modern convenience, including electric lights, gas for heating and Domestic Science use, drinking fountains, lavatories, etc. The auditorium will seat 1,200 persons. It contains an open air study hall on the third floor, sixty feet square, a feature not found in many places. The school ground consists of eight acres in the best location in the city. At present there will be 12 teachers employed. Seventy-five thousand dollars time warrants were sold to secure funds for building the new high school.

BUILDING AND OTHER EXPENSES.

Not counting the high school, the Board has expended for building during the past two years about \$6,000, fur-

niture \$1,300, lots \$5,300, salaries of teachers \$36,000, and other expenses about \$12,000, besides the cost of administration.

INSTITUTES.

The annual Teachers' Institute was held the second week in September. Nearly every teacher in the county was present. Teachers were allowed car fare and \$1 per day for each day attended.

The Institute this year will be held in the new building after the holidays.

Respectfully yours,

J. W. HODGE,
County Superintendent.

SANTA ROSA COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, I here with send you the following report in connection with the annual report from Santa Rosa County:

SCHOOLS.

We maintained 82 schools for white children and 12 for negroes last year. A few of those schools were very small and will not be continued for another year, unless there is a prospect of an increased attendance. Our Board has adopted a plan of closing schools when the average daily attendance falls below 10 pupils. This was tried in a few instances last year and worked well. Communities, finding that their schools would be closed unless the attendance improved, would, usually, not permit a low attendance.

The enrollment in our schools last year was 355 more pupils than the enrollment of the previous year, and the average daily attendance was 352.6 more than it was the previous year.

CONSOLIDATION NEEDED.

We still need to consolidate a few of our small schools and make larger and better ones. In this matter school officials should use good business judgment, regardless of "community sentiment." Until this is done school consolidation will be a farce, and school officials mere figure-heads to sign contracts and payrolls.

TEACHERS NEEDED.

The supply of teachers in this county is never sufficient to meet the demand. However, our supply of home teachers is gradually growing. We now have 66 resident teachers. The county will employ during the year about 110. It is a regrettable statement that our teachers, as a whole, are not keeping progress with the schools. We have trouble every year in supplying the best schools with competent teachers. Last year we only had among our entire teaching force about 4 or 5 normal trained teachers. Terms will be shortened this year and the salaries increased wherever thoroughly trained teachers can be secured. For instance, a school that is to run 6 months at \$50 per month will be run 4 months at a salary of \$75 per month, if a well trained teacher is secured. In this manner results are obtained that never would be with mere certificate holders in charge.

CERTIFICATION OF TEACHERS.

Upon the subject of certification of teachers, I will say that we most assuredly need a change. The State has

outgrown its present system. The method of examining teachers should be partly oral and partly written. This could be worked out by a committee of good school men and passed by the next Legislature. There should also be an age limit at the bottom. Children make poor teachers for children.

BUILDINGS.

Our buildings are all frame. All are ceiled, fairly well lighted and ventillated. Several of our buildings are almost new. The old ones are kept in good repair.

During the past two years we have spent \$5,717.99 for new buildings. In the erection of a few of those buildings the communities in which they are located donated considerable in material and labor.

During the coming school year the Board will erect several new buildings. Many of those buildings will be an improvement upon the present style of buildings in use in the county.

BONDS VOTED FOR BRICK BUILDING.

The Baker special tax school district has voted bonds for the erection of a brick building. The County Board has agreed to assist the district about half on this building. It is to be modern in every particular.

The Milton special tax school district has been enlarged so as to take in the town of Bagdad and the surrounding communities, and the name changed to the Milton-Bagdad district. This district is contemplating the issuance of bonds soon to erect a modern brick building. This building is badly needed and will add much to the school spirit of the towns.

SCHOOL EQUIPMENT NEEDED.

Our schools are not properly equipped for the best

work, but we are doing the best we can to equip them with the available funds. Last year the special districts spent about \$100 for libraries. About an equal amount will be spent for the same purpose this year.

TEXT-BOOKS.

Many children are never supplied with all needed text-books. This is due to many causes, chief of which are: The negligence of many parents in supplying their children with the proper material for work, and the negligence of local book dealers to keep an adequate supply on hand.

INSTITUTES AND TEACHERS' SUMMER SCHOOLS.

For the past two summers Prof. L. W. Buchholz has been secured to conduct a training school for our teachers. This work has been eminently successful. The work was strictly professional. No cramming for examinations was permitted. The attendance at this school was very good.

VOCATIONAL WORK.

Our schools are doing very little along this line. The majority of our schools are taught by one teacher. Hence very little time is found for other than text-book work. However, the greatest hindrance to this kind of work is the lack of competent teachers. Let the State give us these and the problem will be solved. Without them we better let the work alone, and let the teachers we have teach what they know how to teach, even though it be only the three "proverbial" R's.

FINANCES.

The financial condition of the county is good. The policy of the Board has been to spend each year only the amount of its income. By adhering to this policy it has

kept the school fund out of debt, preserved the credit of the county, and was able to close the last fiscal year with a cash balance of \$3,937.01 in the general school fund, and \$1,513.16 in the district funds.

GENERAL OUTLOOK.

The future prospect for our schools is very encouraging. The schools are supplied with strong teachers for the coming year. This assures a good attendance with good results. Interest in school work has increased during the past two years throughout the county. This we believe is permanent. The real school spirit seems to be here to stay. Therefore, we think the coming year will be the best in the history of the county.

Respectfully submitted,

J. T. DIAMOND,
County Superintendent.

SEMINOLE COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

My Dear Sir:—In compliance with your request of recent date, for a report of the public school work in Seminole county for the past years, I submit the following:

ORGANIZATION OF THE COUNTY.

Less than two years ago the Legislature took away that part of Orange county known as North Orange and named it Seminole county; in August of the same year the Governor appointed county officers and house-keeping began in the baby county. To begin with, there was no money in the general fund and but little more than \$1,000

in the special school fund, but the county Board and Superintendent had nerve and good bank friends, and so the schools throughout were maintained for eight full months, and the body of the report will show with what degree of success.

SPECIAL TAX SCHOOL DISTRICTS.

There are in the county, five special school districts, embracing all but a mere fraction of the county, and each assessing three mills for school purposes. The income from this source was something like \$6,000 last year, and will likely be double the amount for this year, and the general fund proportionately increased.

SCHOOL STATISTICS.

During the past year Seminole county maintained ten white schools, with an enrollment of 1,023, and an average attendance of 823; eight negro schools, with an enrollment of 725, and an average attendance of 526. These schools were taught by 39 white and 10 colored teachers. Salaries of white teachers, \$40 to \$225 per month, aggregate salaries for the two terms of four months each, \$18,796.25. Salaries of the colored teachers, \$30 to \$90, per month, aggregate, \$4,953.75. Transportation of children to schools in the county cost \$2,529. For improvement of school houses and equipment, \$5,701.42; for all other purposes, \$2,792.77. The total income from all sources for the year, \$30,272.61. Warrants issued for all purposes, \$34,774.21.

You will note that Seminole departed from the rule of Old Mother Orange and gave eight months schools throughout the county.

HARMONY PREVAILED.

With but one minor exception harmony prevailed among teachers, patrons, children, and the local and

County Boards, and as far as the Superintendent is able to judge, from every standpoint, was one of the most successful school years in the history of schools in this section.

OUTLOOK.

The prospects of increased enrollment, and with improved equipment, more efficient teachers, and more of them, and very much larger income, this year, leads to the flattering conclusion that at this time next year all outstanding warrants will have been retired, all school debts paid, and that we shall have bigger, better schools than ever, and cash in the treasury.

Respectfully submitted

D. L. THRASHER,
County Superintendent.

SUMTER COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Complying with your request I am submitting you herewith a report of the conditions of the schools for the two years ending June 30, 1914.

SCHOOLS.

We have twenty-two white schools and ten negro schools. These were all taught in buildings owned by the County School Board with one exception. This one is in an isolated community where we are trying out the school.

TRANSPORTING PUPILS.

We are now transporting quite a few pupils, and therefore the number of white schools are gradually decreas-

ing. This, of course, is giving the children the advantage of the graded schools.

THE TEACHING FORCE.

The teaching force of this county is of a higher class than has ever been known. Eighty-five per cent of our teachers have had either college or high school training. The country schools are realizing that there is strength in unity, and therefore are consolidating so as to get the advantage of graded school work.

SCHOOL BUILDINGS.

We now have the county lined up with good school buildings that are creditable to any people. The old shabby board buildings are a thing of the past. Nearly every one of the country one-teacher school buildings is painted and looks as if some one lives there.

BRICK BUILDING AND BONDS.

We have now erected a new brick school building at Wildwood at a cost of \$14,000 complete. We have made arrangements to erect a new concrete building in a country neighborhood where we have consolidated two little district schools. The district voted bonds for the building at Wildwood, and other districts are arranging to do the same. The county has put but very little into buildings from the general funds.

Nearly all the schools are seated with new patent single desks and the black-board is of hyloplate.

TEACHERS' SALARIES.

Teachers' salaries are not regulated altogether on the grade of certificate. We are governed to a certain extent

by the experience and the educational advantages. At present the salaries run from \$125 per month down as low as \$40 for the smallest little country schools. Salaries of negro schools run from \$25 to \$40 a month.

FINANCES.

The money for school purposes is increasing steadily as the county develops. Last year we expended in this county in round numbers \$36,000. This included expenditures for all purposes. The county has some outstanding warrants which are taken care of by the Leesburg State Bank at face value at the rate of 6% per annum.

COUNTY HIGH SCHOOLS.

The county is now maintaining one senior high school and five junior high schools. These are run in a first class manner we think, as we are employing first class school men at their head. The senior high school is located at Webster, and is housed in a first-class brick building which is modern in every way.

The junior schools are located at Oxford, Wildwood, Coleman, Bushnell, and Center Hill. The buildings at these places are in first class condition, ranging in cost of construction from \$2,500 to \$14,000.

LIBRARIES.

Our libraries at the present are not what we should like, but we hope that they will be better. As special tax districts feel able, they purchase new books. All the schools are furnished with good unabridged dictionaries by the County School Board.

CONCLUSION.

I will say that all the schools are moving along without friction, and we are rather gratified with them.

We are very anxious and hope to put in domestic science and real agriculture in the near future. This work is being done in a way, but we do not call it first-class work.

I thank you very much for the privilege of submitting this report.

Respectfully submitted,

G. H. TOMPKINS,
County Superintendent.

SUWANNEE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, I hereby submit this, my report of the condition of the public schools in Suwannee County.

SCHOOL PROPERTY.

The Board of Public Instruction of Suwannee County has made special effort to keep every school house in good repair, realizing that the nearer each house is kept in good shape the easier it is repaired when needed. All the school houses are now painted and will, from time to time, be kept up in this way in good shape. There are a few of them now needing repainting. This the Board expects to do this year, and by the end of the next school year all school property of the county will be in first class order.

NEW BUILDINGS.

We have built seven new buildings during the last year and have them all in good shape. There is one more

to build, which the Board expects to make arrangements for at its next meeting. We also have all the houses where white pupils attend furnished with patent desks, and as the enrollment gets greater we place furniture at once to fill the demand. The Board has enlarged four houses, that is, has put additions to them, after finding it necessary, and has supplied assistant teachers.

HIGH SCHOOLS.

We have one senior high school and three junior high schools in the county. All the rural schools are being graded as fast as possible. We have now several rural schools graded that haven't reached a junior high. We have our teachers to make special effort to this end, and by so doing the work is much better lined up than it has ever been before.

LIBRARIES.

We now have about twelve libraries in the rural schools of this county and more are being placed every year. The interest in placing libraries is greatly increasing, and when the patrons of one school see the benefits derived from a good library, they usually speak to the neighboring patrons of the benefits derived therefrom, and in that way the number of libraries increase.

SPECIAL TAX SCHOOL DISTRICTS.

There are now sixteen special tax school districts in this county, one of which was established this year, and we have in one more petition for the establishment of another. Nearly all of these districts are in good shape financially. Each one has for the last year equipped itself with good maps, globes, charts and necessary apparatus for the advancement of the school. Each one has made

special effort to lengthen its term, in addition to what the county appropriates to it, and at the same time supplements the salaries of teachers, enabling it to employ a better grade of teachers.

TEACHERS.

We make special effort to get the best teachers possible. We also try to place the teacher at the place that we think will suit best, that is, one that their competency will correspond to the grade of the school. We try to place each teacher on his merits in all the school work, this being, in my opinion, the best way to make a teacher do his best to make the proper advancement of the pupils. While this is not entirely satisfactory all the time, yet it is the best way that I have been able to give a majority satisfaction.

FINANCIAL CONDITION.

The financial condition of the county improves each year. There has been much repair work done in the last two years and several new buildings erected, but the Board was very economical and made these improvements within their income and put aside a small sinking fund. We have outstanding coupon warrants to the amount of \$22,000, on which we have to pay interest at the rate of 6 per cent. semi-annually, and then we borrow some money from our local banks, which enables us to run until the taxes of that year come in. These coupon warrants come due at different intervals. One comes due next year, when the Board will be in good shape to meet it.

Very respectfully submitted,

J. W. O'HARA,

County Superintendent.

TAYLOR COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, I submit herewith a report of the schools of Taylor County for the past two years.

HIGH SCHOOLS.

I am sorry to report that we have no high school at the present time in the county that could claim recognition as such. About three years ago the School Board established a normal department in the high school with the very commendable object of preparing teachers at home. This department, until last year, had no entrance requirements, and has for the three years been run parallel with the high school. The result has been that, while it has given us a number of home teachers, it has sapped the life out of the high school. Practically all the boys and girls who might have entered the high school switched off into the normal as a short cut to making money. The normal, ran parallel with the high school, has had two undesirable results: first, it has ruined the high school; second, it has had a tendency to lower the standard of teaching in the county, but the Board has at last seen its mistake and will not again maintain a normal department parallel with the high school in time and grades. We have plans drawn and a bid accepted for an annex to the high school building that will cost approximately \$17,000, and are going to work to rebuild the high school. We hope to be able in two years to report a senior high school.

RURAL SCHOOLS.

We have in the county at this time thirty-seven white and two colored schools—one less than was reported two

years ago. In the meantime, we have consolidated a number of schools and sold some of the old buildings. We have expended during the past two years for new buildings and additions to old ones \$4,064.24. Our old buildings are all in good repair, and we are making special efforts to make them more attractive and home-like by fencing and improving the grounds, providing curtains for the windows, pictures for the walls, etc.

TEACHING FORCE.

I am sorry to report that our teaching force is not what it should be, either in supply or in efficiency. We are filling our schools every year with young teachers who have had neither experience nor special training, and who, in many instances, lack the scholarship necessary for successful teaching. It is no wonder that the results are poor. We must do something—I hardly know what—to make teaching more attractive, and thereby hold more men and women in the profession.

TEACHERS' SALARIES—SPECIAL TAX DISTRICTS.

Salaries in our county are too low, except in the Perry school, where we pay from \$60 to \$125 a month. Other teachers are paid from \$35 to \$55 per month, according to grade of certificate and length of term of service. The trustees of the special tax districts, of which we have twenty-one, often supplement these figures, but this is a mere contingency. We need to raise salaries of teachers and with these the standard of teaching.

Our School Board seems to be awaking to this fact. As evidence of this, the Board agreed this year to add \$5 per month for one year to the salary of those teachers who attended one of the State Summer Training Schools for teachers, and we expect to repeat this next summer. This is a good "sign of the times." Another good sign is the

fact that the people of the county are beginning to demand better teachers. It is a hard matter to place a third grade teacher in our county. It is my prediction that when the people fully realize the need of better teachers they will be willing to pay for them; and we all know that popular sentiment, more than anything else, keeps teachers' salaries down. I long to see the day when every teacher in our grammar schools will be required to have, at least, a high school education, so that he will be four years in advance of his highest prospective pupil; but we cannot hope for this with the salaries we pay.

EQUIPMENT.

Our schools are all amply furnished with patent desks and good blackboards. Most of the special tax district schools have purchased graded libraries, wall maps, charts, globes, etc. In fact, we have done more in the way of equipment in the last two years than ever before.

FREE TEXT-BOOKS.

The schools are well supplied with text-books. The books are ordered by the County Superintendent and furnished free to the children upon the requisition of the teacher, the books becoming the property of the children.

We have not yet come under the State Uniform Text-Book Law, as our county contracts do not expire until next year.

FINANCES.

We have paid all of our old outstanding indebtedness, leaving unpaid warrants of the year to the amount of \$10,407.77. To offset this we have cash in the treasury to the amount of \$5,038.97, leaving a net indebtedness, both county and special tax district, of \$5,658.80. With the

raise in tax values we expect to be able to pay this off this year.

OUTLOOK.

The educational outlook of the county is, upon the whole, encouraging. We are making progress, if but slowly. Our county's material progress is rapid, and we are trying to make educational progress keep pace with it, but find it difficult. The greatest drawback is irregular attendance, the only complete cure for which is compulsory education.

All of which is respectfully submitted.

F. S. JACKSON,
County Superintendent.

VOLUSIA COUNTY.

Hon. W. N. Sheats,
State Supt. Public Instruction.

Dear Sir:—Complying with your request, I beg leave to submit the following report of the progress made during the last two years and the present condition of the school system in this county.

It will be difficult to compare the present condition with those of two years ago, since this county failed to make a report at that time. Accept my apology for this failure, and allow me to say that the writer was not in office at that time.

HIGH SCHOOLS.

1912.

During the period ending June 30, 1912, the following high schools were maintained:

One Senior high school, three teachers, enrollment 50.

One Senior high school, two teachers, enrollment 30.

One Junior high school, four teachers, enrollment 18.

One Junior high school, one teacher, enrollment 15.

During the period ending June 30, 1914, the following high schools were maintained: (This includes the coming term,)

1914.

One Senior high school, four teachers, enrollment 75.

One Senior high school, three teachers, enrollment 31.

One Senior high school, three teachers, enrollment 23.

One Junior high school, two teachers, enrollment 20.

One Junior high school, one teacher, enrollment 12.

GRAMMAR SCHOOLS.

1912.

During the period ending June 30, 1912, the following Grammar schools were maintained:

Ten Graded schools for white children, teachers employed 27.

Twenty-one Rural schools for white children, teachers employed 21.

Five Graded schools for colored children, teachers employed 20.

Nine Rural schools for colored children, teachers employed 9.

1914.

During the period ending June 30, 1914, including the coming term, the following schools were maintained:

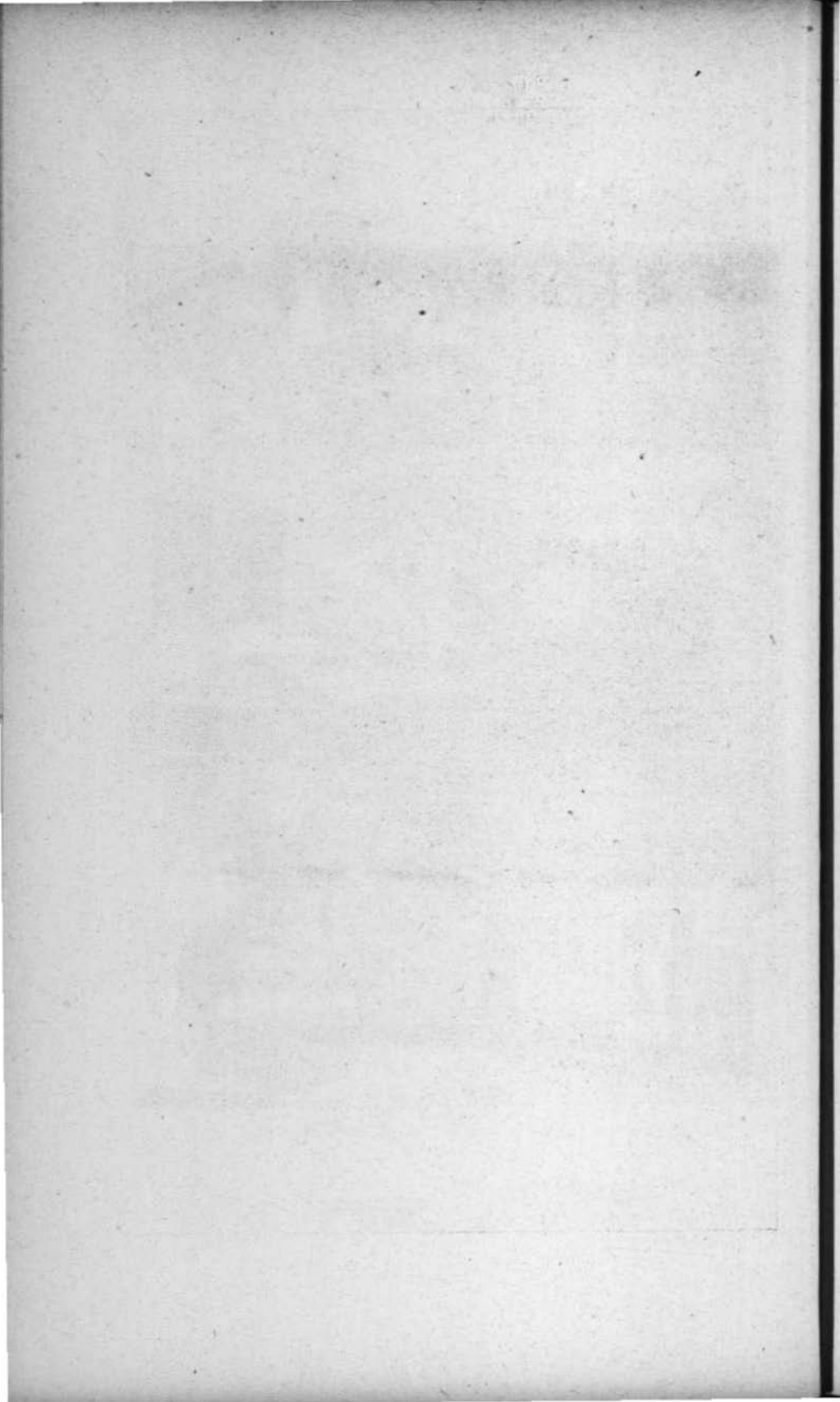
Twelve Graded schools for white children, teachers employed 33.

Twenty-four Rural schools for white children, teachers employed 24.

Five Graded schools for colored children, teachers employed 23.

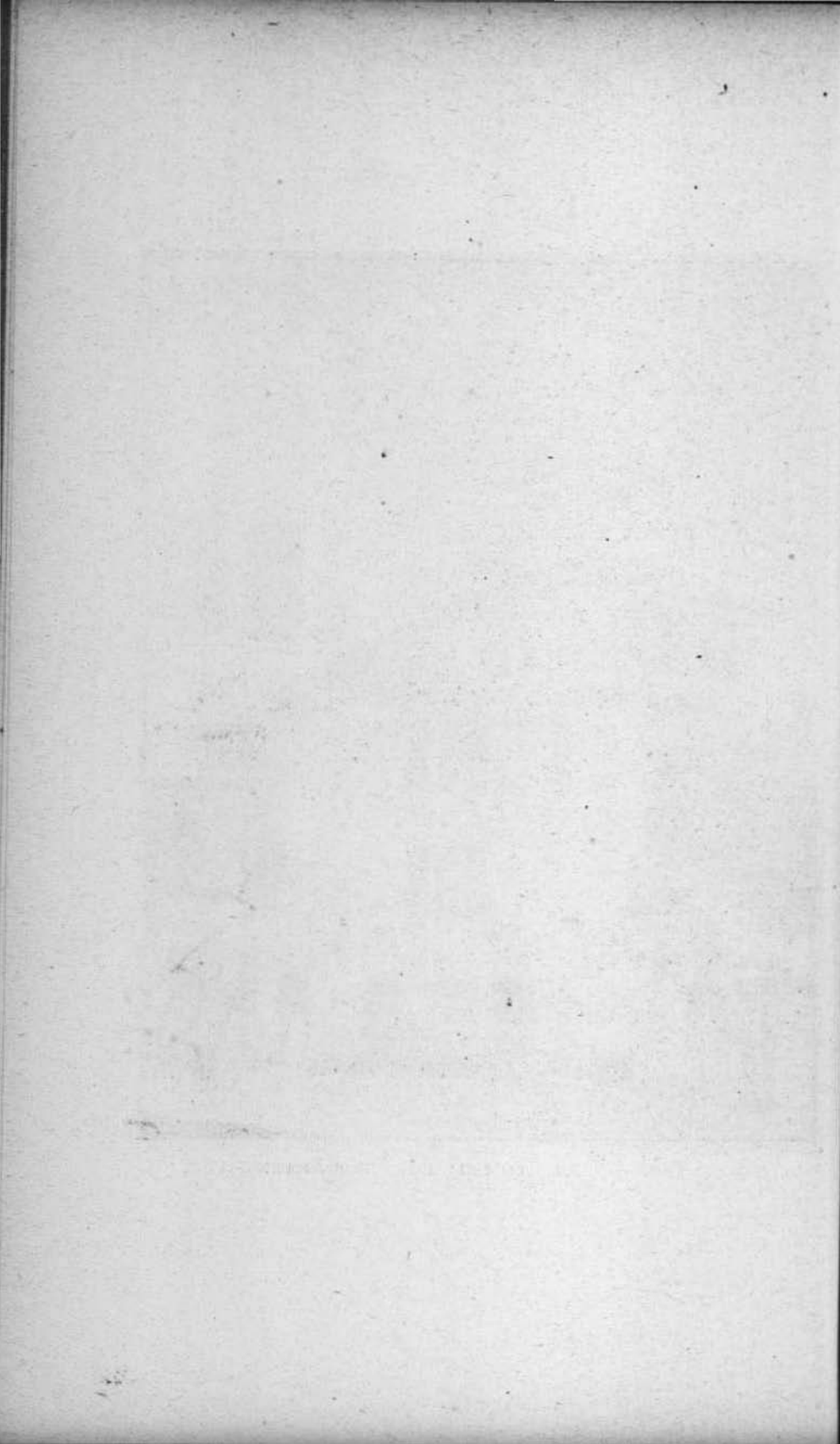


DAYTONA HIGH SCHOOL (VOLUSIA CO.), DAYTONA, FLA.



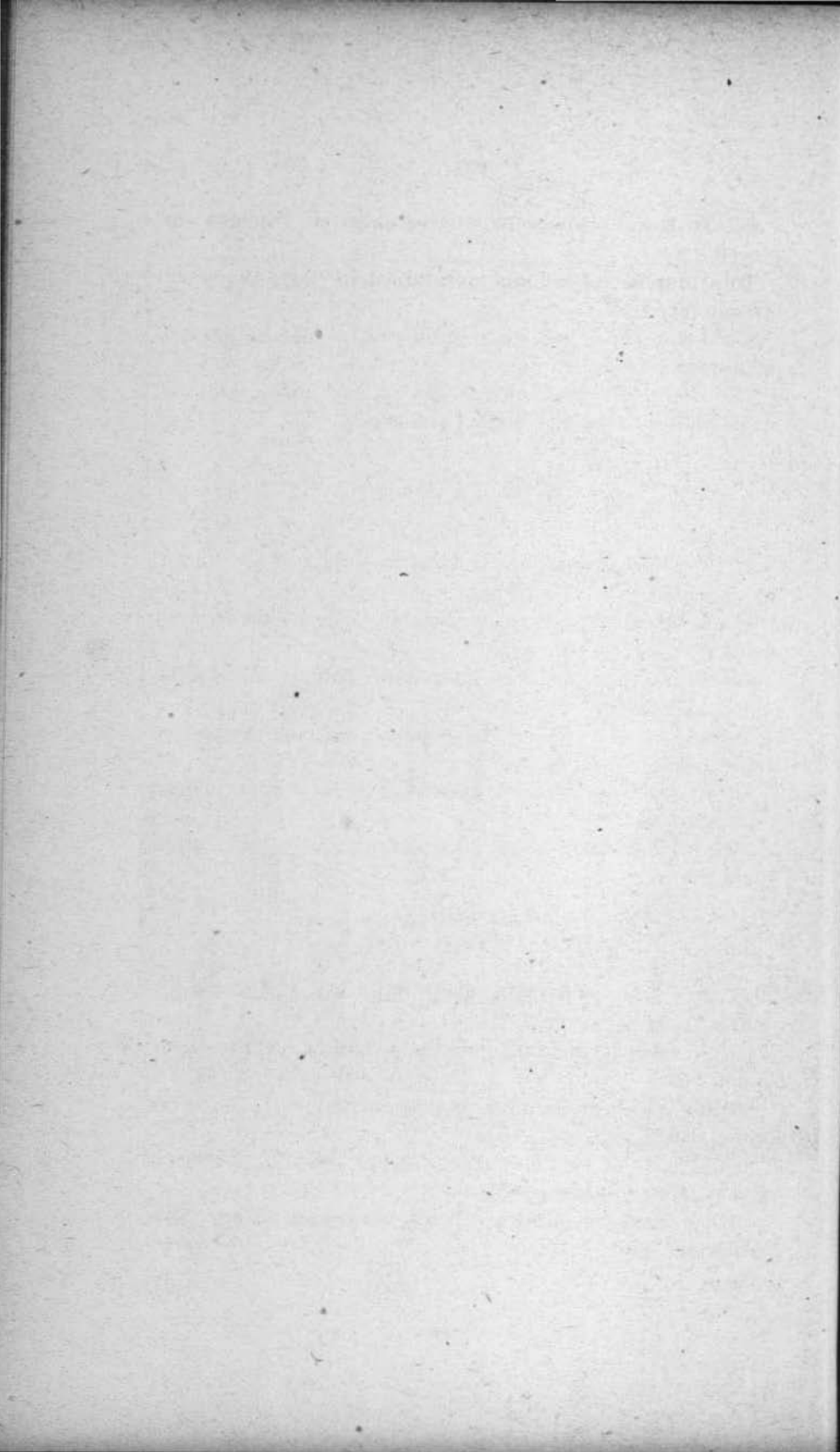


NEW SMYRNA SCHOOL (VOLUSIA CO.), NEW SMYRNA, FLA.





SEABREEZE SCHOOL (VOLUSIA CO.), SEABREEZE, FLA.



Eleven Rural schools for colored children, teachers employed 11.

Total number of schools maintained in 1912, 49; teachers employed, 87.

Total number of schools maintained in 1914, 57; teachers employed, 104.

The slight increase shown is due to the consolidation of small schools forming district schools.

TEACHERS' SALARIES. 1912.

High school principals, maximum salary, \$150; minimum, \$120.

High school teachers, maximum salary \$75; minimum, \$60.

Grade teachers in city, maximum salary, \$65; minimum, \$45.

Principals of two and three-teacher schools, maximum salary, \$75; minimum, \$60

Other teachers in such schools, maximum salary, \$50; minimum, \$45.

One-teacher rural school, maximum salary, \$45; minimum, \$35.

TEACHERS' SALARIES. 1914.

High school principals, maximum salary, \$175; minimum, \$135.

High school teachers, maximum salary, \$115; minimum, \$75.

Grade teachers in city, maximum salary, \$75; minimum, \$60.

Principals of two and three-teacher schools, maximum salary, \$90; minimum, \$75.

Other teachers in such schools, maximum salary, \$60; minimum, \$50.

One-teacher rural schools, maximum salary, \$65; minimum, \$50.

Total monthly increase in maximum salaries in two years, \$115.

Total monthly increase in minimum salaries in two years, \$90.

BUILDINGS.

Volusia County has always prided herself in good school buildings. Two years ago the school buildings in the county were in very good condition generally, though not modern, and lacked in attractiveness.

During the year closing 1913, \$2,415 was spent for repairs and new buildings. During the year closing 1914, including the work now in progress, we will spend nearly \$18,000 for repairs and new buildings.

At present, modern four-room school buildings are being erected at Pierson and Seville; the fourth room is being added to Ormond, and for the first time this school will have three grade teachers and a special high school teacher, and the first two years of a high school course will be taught there.

Modern one-room school buildings are being erected at Turnbull Bay, Glenwood, Clifton and Winona, and a six-room school building for the colored children at DeLand. Every old building in the county is being repaired where necessary. In every case of a new building or repair, special attention is being given to heat, light, and ventilation, as well as the inside conveniences which may be of use to the teacher in maintaining a neat and attractive room, and to assist her to illustrate to the pupils the necessity of sanitation, neatness and order.

By September 28th, Volusia County will have modern, well equipped school buildings in every district, all of which are wainscoted and plastered, with the exception of four which are ceiled. Every building will be painted, ex-

cept one; this is a temporary school. The best fixtures and equipment will be found in every building; many of the yards are fenced with neat, substantial fences and supplied with pumps or wells with platforms and roofs on the grounds.

CITY SCHOOL BUILDINGS.

Daytona has one of the most modern up-to-date school buildings in the South, which was erected six years ago at a cost of \$50,000, realized from the sale of district or municipal bonds. The building is equipped with a modern heating plant, electric lights, and with necessary plumbing throughout; the best furniture equipment, including laboratory equipment, may be found in this school.

DeLand has a modern frame building adequate to present needs, except that it is not fireproof.

Seabreeze has a modern frame building, with an annex for the Primary department, which is adequate in every respect, except that it is not fireproof.

New Smyrna has a fire trap which is a disgrace to that pretty little city and to the entire county. The building is far too small, old and dilapidated, and lacks in every way of conveniences to the school. Two years ago a two-room California bungalow was erected for use there; at present an additional two-room bungalow is being erected; even with these, the school facilities there will be inadequate for the coming term. A \$40,000 bond issue for school purposes was killed by New Smyrna last February by a tie vote; it is believed, however, that such issue will pass one year from that date by a large majority.

EQUIPMENT.

Every school building in the county is being well equipped with indestructible desks, teachers' desks, ample sup-

ply of blackboards, charts, maps, globes, dictionaries and dictionary stands; small libraries will be placed in every country school as fast as deemed wise. It is our purpose to allow our schools to want for nothing that is essential and necessary. We expect to place in schools having sixth, seventh, and eighth grades full equipment to teach denominate numbers in a practical manner. Practical work should be encouraged.

CLASSIFICATION OF SCHOOLS.

We have a plan which will classify all schools in the county for a basis of promotion and class requirements.

The Grammar school department of the high school, and the schools of the two, three, and four teachers, will form class one. Schools of one teacher will form class two. The requirements for schools of class two will, of course, be more lenient than those for schools of class one.

Suppose a pupil in a school under class two finishes the eighth grade and wishes to enter the ninth grade in a high school, a sub-ninth grade for the smaller schools has been provided, covering higher mathematics, English, history, composition, elementary Latin, and elementary algebra. When a pupil from a country school has finished the eighth grade he is then required to do the work of this sub-ninth grade. We find when he has done this work he is ready to take up the regular ninth grade work in a high school. Should the teacher in a small school be unable to do the required work of the sub-ninth grade in Latin and algebra, these subjects are omitted. This seems to us to be the only manner by which the boy of the small rural school, having a term of six months, may prepare for regular high school work in a school having an eight months' term. Schools of two or more teachers usually have eight months' terms. The pupils of such schools seen able to prepare for the regular high school work without trouble.

RURAL CONDITIONS.

We find our people in the rural districts more interested in educational affairs than ever before. There is a continual cry for better teachers and longer terms. We are trying to meet the needs of the rural schools by methods outlined below.

This year, as stated elsewhere, the minimum salary for the rural school teacher is \$50 a month against the minimum salary of \$35 two years ago. We have searched the State over for capable, well trained teachers for these schools, and we are looking to the future for very satisfactory results.

Modern, up-to-date school buildings are being erected in every rural district where a new building is necessary; in every district the buildings are being repaired and placed in first class condition, modern, up-to-date, sanitary furniture fixtures, and ample supply of charts, maps, globes, etc., is being placed therein.

At present the writer is working on a course for teachers and pupils along the line of preserving and decorating the school building and premises; short talks are being prepared showing why it is necessary that the school grounds, outer buildings, etc., should be well kept, and why the school room should be attractive, and giving our best methods of getting the pupils to carry on the work.

It is no wonder that the average country pupil never gets higher than the eighth grade. He has lived for seven or eight years in a little frame school building that hasn't even a coat of paint or a window shade to shut out the sun, to say nothing of the absence of many other things that would serve to make the school room pleasant and attractive.

We believe that the same advantages should be offered the boys of the rural district as are offered the town boy, so far as it is possible, and to accomplish this is one of the principal aims of the present administration. We ap-

preciate the fact that community life, standards and ideals can be reached and elevated in no better way than through the school room, and we propose to use the school room as a sort of mission for this work.

I believe the school room should be made a real home for the boy, furnished, equipped, and arranged so as to make it so pleasant and attractive that he will feel glad that he is there instead of rejoicing that the term closes.

Teachers who will add these ambitions to the required ability to drill arithmetic and grammar, will add much to the teaching profession. The writer may be considered a crank on rural school propositions, but until the boys and girls of the country are offered as nearly as possible the same advantages as are offered to the boys and girls of the city he will still be heard on rural school propositions.

Let us join in a united effort to raise the standard of the rural schools in every section of this fair State. These schools need better buildings, better trained teachers receiving more pay, and more attention from the County Boards and the County Superintendents.

CONSOLIDATION AND TRANSPORTATION.

The Board of Public Instruction maintains that consolidating the smaller schools into larger district schools is the best and surest way to build up a system of district graded schools.

During the two years closing July 1st, seven small rural schools have been abolished. The pupils attending these schools who live more than three miles away from the nearest district school are transported.

During the term closing July, 1913, sixty-nine pupils were transported at a cost of \$1,196. During the term closing July, 1914, eighty-four pupils were transported at a cost of \$1,345. We find that this is even less than it would cost to maintain small rural schools for these pu-

pils, without speaking of the increased advantages offered by the schools to which they are transported.

ORGANIZATIONS.

We are attempting to organize in every section of the county, where possible, Parent-Teacher Associations, School Improvement Associations and Reading Circles for the parents. Literary Societies, Junior Civic Leagues and Corn and Tomato Clubs for the young people.

During the last school term were organized three Parent-Teacher Associations, with a membership aggregating three hundred; four Literary Societies, with a membership aggregating one hundred; one Junior Civic League, membership sixteen; one Corn Club Association, membership nine, and one Tomato Club, membership fifteen.

During the coming term we hope to organize our teachers in two School Improvement Associations; one for the coast and one for the west side of the county. These associations will hold monthly meetings, and once each term hold joint meetings at some place in the county. We also hope to perfect an organization for athletics. Many of our schools have such organizations, but lack proper regulations and restrictions. One organization for the entire county, of which each school may become a member, provided the requirements are met, we hope will stimulate the student body and serve as a means to eliminate the great trouble with pupils who slight their work for athletics, and rid ourselves of those who attend school solely for athletic purposes.

TEACHERS AND CERTIFICATION.

Both last year and the year before we experienced some trouble in securing the service of capable well trained teachers; we feel that we have been very fortunate in this regard this year. Every school in the county has a

teacher assigned for the coming term, and we believe that the teaching force selected will prove to be among the best in the State. Thanks to the University of Florida, to Dr. Thackston and to Captain Lynch for much assistance.

Every high school principal employed for the coming term will hold a State certificate. Every high school teacher will hold a Florida first grade certificate and specials on the high school subjects to be taught. The majority of the grade teachers in the city schools hold Florida first grades. Every principal of two and three-teacher grammar schools hold Florida first grades, while subordinate teachers in such schools, for the greater part, hold first and second grade certificates. We have employed for the coming term only six third grade white teachers, while, with the exception of perhaps a dozen, all colored teachers employed for the coming term hold third grade certificates.

We believe that the teaching force employed for the coming term is a great improvement over the teaching force in the county during the last two years. To a great extent we have relied upon the judgment of the State High School Inspector and the members of the faculties of the State Universities.

GENERAL CONDITIONS.

At the beginning of the period for which this report is made, the school system in general lacked much in organization and unity of purpose. It seemed that very nearly every school in the county maintained a different standard. The high schools were all on a different basis and, therefore, the results lacked uniformity. The grammar schools differed widely in the ground covered and the results accomplished. As a result of much effort we now find our schools standardized and the work more uniform in every respect. We attribute this result to a great extent to the adoption of the uniform county student

examinations for the sixth, seventh and eighth grades and to a close canvass of the grounds covered by the high schools.

At present we are perfecting a high school organization of which all high schools in the county must become members. By this means the high schools in the county will be more uniform in purpose and in result. It is probable that a Board of Examiners will be appointed from the high school faculty in the county, the duties of which will be to pass upon the promotion requirements and credits of the respective schools.

The high school course suggested by the committee appointed by yourself has been adopted and will be followed very closely. Should this method, as outlined, be definitely decided upon, the Board of Examiners will consist of one teacher from each high school in the county, who will be selected by the County Superintendent upon the recommendation of the principal.

NEW DEPARTMENTS.

So far as finances will permit Industrial or Vocational Departments are being added to our schools.

During 1913, a department of Domestic Science was added to the Daytona school, with Miss Lucile Mitchell as directress. The equipment for this department was furnished by the city of Daytona at a cost of \$1,000. The enrollment during the year ran as high as twenty-five, and we are pleased to say that a good percentage of the number enrolled in this department are young ladies whose parents are well fixed financially and keep servants. It is, therefore, unnecessary that these pupils do home work, still we find them seeking the methods. There were also a great many enrolled in this department who put their experience into practical use at home.

A Department of Music and Art is being added to the Daytona school, with Miss Edith Bainter as directress,

who for several years has been on the faculty of the Daytona school. We also hope to add to this school a Manual Training department for the boys, also a Business department.

Commencing with the term 1914, DeLand will maintain, for the first time, a Vocational department. A Manual Training department for the boys from the sixth grade up is now being arranged. Twelve work-benches, with a full set of tools for each, has been purchased at a cost of \$225. Prof. H. D. Shaw, of Lunenburg, Vermont, has been employed as director of this department. Mr. Shaw has been director of a Manual Training department in that State, also in the State of Kansas, and has proven his ability in both places. We expect great results from this department in DeLand.

A Department of Music and Art is being added to the DeLand school; Miss Lydia Willitowski, who for several years has been on the faculty of the DeLand school, has been engaged as directress of this department.

We hope that it will be possible in the near future to add to the course in DeLand domestic science and business. To the course in New Smyrna, domestic science, business, music and art, and manual training. To the course in Seabreeze, domestic science, music and art, business and manual training. To the course in Daytona, business and manual training.

BONDING LAW.

Chapter 6542, Laws of Florida, offers great advantages to those counties unable to erect modern school buildings both for towns and rural districts. While we approve of this law, we do not advocate bonding except for those towns and districts requiring facilities which the Board is unable to offer.

Six years ago Daytona bonded under municipal bonding act for \$50,000, and from the proceeds of said bonds erect-

ed a handsome brick building, which is considered one of the prettiest, best equipped, and most modern buildings in the South. In 1914, an additional issue for \$50,000 was voted. From the proceeds of the sale of which will be erected two ward schools for white children and two ward schools for colored children. When these buildings are completed, Kingston on the north will be consolidated with the north Daytona ward school, and Blake on the south will be consolidated with the south Daytona ward school.

Lake Helen, a little town of four or five hundred people, maintaining a school of three teachers, has recently bonded for \$15,000, under Chapter 6542, and plans are now being made for a modern brick school building of four recitation rooms, one Assembly Hall, one principal's office, two sanitary toilets, basement, heating system and electric lights, building to be fire proof; total cost of same not to exceed \$10,000, the additional \$5,000 authorized will not be sold unless it is deemed necessary to purchase additional grounds for the school.

It is hoped that both DeLand and New Smyrna will take advantage of this Act and pass an issue in the near future. We have discovered that many counties make a mistake by issuing 5 per cent bonds; such bonds we find are not good sellers at present.

STATE TEXT-BOOK LAW AND SUPPLY OF TEXT BOOKS.

The writer considers the State Text-Book law as it now reads a burden to the people of Florida. The fifty per cent change in our present adoption, authorized for 1916, should by all means be postponed for a period of five years. Many counties in the State have only recently adopted the books prescribed by the State Text-Book Commission in 1911; two years hence these counties will be compelled to buy half as many books again. The word *five* in the original bill should be struck out and the word

ten should be written in place thereof; when this amendment or with the bill revised authorizing a twenty-five per cent change every five years has been passed, it will be more reasonable.

SUPPLY OF TEXT-BOOKS.

During the first term in 1913, shortly after the prescribed books were adopted by this county, we had a great deal of trouble in securing text-books through the local agents on the coast; this was all due, I believe, to a failure on the part of the local dealers in that section to put in orders for a sufficient stock.

I understand from the Southern School Book Depository that all dealers in this county will be well stocked by September 15th. We had considerable trouble with one local dealer last year with regard to exchange prices; he would not allow the proper exchange values on certain books; this trouble has been overcome however by the appointment of his successor.

The writer makes it a point to see that every child in the county, whose parents are unable to furnish books, is supplied with the proper books. During last year many pupils were furnished books by the county.

FINANCES.

| | |
|--------------------------------|--------------|
| 1913, Receipts | \$ 79,098.52 |
| 1914, Receipts | 97,120.90 |
| <hr/> | |
| Two years, Receipts | \$176,219.42 |
| <hr/> | |
| 1913, Disbursements | \$ 62,858.18 |
| 1914, Disbursements | 72,035.79 |
| <hr/> | |
| Two years, Disbursements | \$134,893.97 |

DISTRICT FUNDS.

Number of Districts in county, twenty-one.

| | |
|---------------------------|--------------|
| 1913, Receipts | \$ 8,588.20 |
| 1914, Receipts | 19,177.48 |
| <hr/> | |
| Two years' Receipts | \$ 27,765.68 |

The school levy for the present year has been fixed at seven mills general school tax; three mills for special tax districts; and five mills bond tax in district No. 14. We hope the increase in tax valuations, as a result of an action by the State Tax Commission, will enable us to reduce the general school levy next year.

THE OUTLOOK FOR THE FUTURE.

The future looks exceedingly bright for the school system of Volusia county. Our people in general are becoming more interested in educational affairs and seem more willing than ever before to lend a helping hand in this regard. We believe this is due to a great extent to an effort on the part of the Board to acquaint the people with the conditions existing in the county. Due publicity is given every action taken by the Board, and on every possible occasion the assistance and co-operation of the citizens are solicited. We cannot expect an uninformed public to demonstrate an interest in our affairs. The people should first be informed as to the actual conditions. Until this is done we cannot justly criticise them for a lack of interest in educational affairs.

Respectfully submitted,

C. R. M. SHEPPARD.

County Superintendent.

WAKULLA COUNTY.

Hon. W. N. Sheats,

State Supt. of Public Instruction.

Dear Sir:—In compliance with your request of recent date for a report of school conditions of Wakulla county for the past two years, I take pleasure in submitting the following:

There has been a marked improvement in the school system of Wakulla county in the past two years, and the interest manifested by the patrons, teachers and pupils has been very gratifying.

SUMMARY SCHOOL STATISTICS.

The Board has maintained twenty-two white and twelve colored schools during the past two years. The average length of term for the white schools was 126 days; the colored schools 100 days. There were eight schools last term which run eight full months. On account of the school term having been lengthened it has been possible to grade nearly every school in the county.

NEW BUILDINGS.

Since making my last report the Board has erected two one-room frame buildings, and has made needed repairs on old ones. Our buildings are now in good condition and are equipped with patent desks, good black-boards and apparatus. Through the aid of special tax districts, libraries have recently been placed in five of the schools.

WANT OF TEACHERS.

We have not had enough resident teachers to supply our schools, but have not experienced much difficulty in securing enough teachers for all the schools to open on time. As a whole the teachers have been very efficient and have

done good work. There has been a gradual increase in teachers' salaries for the past two years.

SPECIAL TAX DISTRICTS.

Wakulla county levies seven mills for school purposes. In addition to this nearly three-fourths of the county is embraced in six special tax school districts, four of which levy three mills.

The finances of the county are in good shape and all of its obligations are met promptly.

UNIFORM TEXT-BOOK LAW.

The Uniform Text-Book law will not go into effect in this county until June, 1915. While we have been very well satisfied with the old method of adopting text-books we will welcome the change. We have more or less trouble in securing books on account of the small commission allowed dealers and on account of the inconvenience of ordering from so many different publishers.

THE OUTLOOK.

The future of the schools of Wakulla county seems to be bright, but on account of the low valuations on real estate and personal property the Board is handicapped for a lack of funds to make all the needed improvements.

In closing I wish to say that the School Board deserves great credit for the progressive spirit manifested by them and for their hearty co-operation with the County Superintendent at all times in any movement for the betterment of the schools of the county.

Yours very truly,

CHARLES K. ALLEN,

County Superintendent.

WALTON COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:—In compliance with your request, I am sending you the report of progress of the public schools of this county. I have tried to report to you in a comprehensive manner and trust it may serve its purpose.

HIGH SCHOOLS.

We have three high schools in Walton County, one senior and two junior. The Senior High School at DeFuniak Springs offers to the people of Walton County an opportunity of a two-course curriculum, classical and scientific. There are twelve teachers employed in this institution, one for each grade. We are also offering a normal course during this scholastic year for those desiring to teach. Our high school teachers are well equipped and make a specialty of the work they have in charge.

SCHOOL BUILDINGS.

We have a Junior High School each at Freeport and at Laurel Hill. Our buildings are all up-to-date and well furnished. The Board of Public Instruction has been very liberal in their appropriations for building purposes.

SCHOOL LIBRARIES.

We have placed libraries in all the larger schools, suitable for school work. These have been very much appreciated by teachers and pupils. These libraries are well graded to correspond with the grade of the school.

DEFUNIAC SCHOOL.

At DeFuniak the conditions are such that we thought

best to furnish a school for all the county which should serve as a base for the grade work of all other schools of the county system. This school makes no charge to pupils of other districts. It welcomes all boys and girls wishing to take the high school course or even the lower grades.

WONDERFUL PROGRESS.

Taking all collectively we have made wonderful progress during the two preceding scholastic years. The amount expended last year for white teachers alone was \$25,931. We pay an average salary and undertake to secure average talent. We built five new school houses last year and four the preceding year.

RURAL SCHOOLS.

We are proud to report that we have the rural schools well graded and believe that there has been marked progress towards furnishing a number of high class institutions. The rural schools belong to the farmers and laborers. Their children are our future citizens. I have therefore, worked among this class more persistently than anywhere else. More country school houses have been built than I thought possible during the whole term of my administration. The Board has spent several hundred dollars during the past two years. The value of school property is something like \$65,000. The enrollment reached 3,292 pupils last year. The average attendance was 2,847.

PATENT DESKS AND BLACKBOARDS.

The rural schools are supplied with patent desks and good blackboards. The rooms are well heated and the water supply is good. We are using a good grade of pumps where we are able to put them down successfully. Many places have good wells or springs.

CERTIFICATION OF TEACHERS.

We are getting rid of the "Examination Dodgers" as rapidly as practice will permit. I am requiring teachers to take examinations within this county. Third grade teachers are chosen last. We are using but few third grade teachers from other counties, not that we do not recognize the efficiency in the certificates issued in other counties, but in order to make our teachers more uniform in qualifications and that we may have a better knowledge of their capabilities as teachers. I have required colored teachers to take special examinations in many cases where they presented certificates. We are paying cash to our teachers, very few school warrants have been discounted. The only way to secure good talent is to pay for it.

STATE BOARD OF EXAMINERS.

In a previous letter I have recommended a State Board of Examiners. In this letter I wish to say that I take, as a new point for discussion, the problem of securing competent members of Boards of Public Instruction. I would recommend a longer term in office and would suggest that the chairman be required to spend a goodly part of his time in the office of the Board. At present the general condition operates to produce very poor and inefficient service.

Very truly,

D. N. TROTMAN,
County Superintendent.

WASHINGTON COUNTY.

Hon. Wm. N. Sheats,
State Supt. of Public Instruction.

My Dear Sir:—Complying with your request, I am sending you my bi-ennial report of the conditions of the

schools in Washington County as it now exists. This report can be justly applied only to Washington County for the past twelve months.

COUNTY DIVIDED.

What was Washington County previous to that time, has been divided into two counties, forming Washington and Bay Counties. Before the division of Washington County, there were 78 white schools and 35 colored schools in active operation. Of that number, we maintained two high schools, one at Chipley and the other at St. Andrews. There were twelve special tax districts. By the division of the county, we now have 46 white schools and 22 colored schools in Washington County, that have been very successfully taught during the year closing June 30, 1914.

WASHINGTON COUNTY SUFFERED BY DIVISION.

The schools of Washington County suffered in consequence of county division. We were left sixty per cent. of the schools and only 48 per cent. of the school funds. Seven of the special tax districts were left in Washington County and five given to Bay County. We have formed one special tax district since the division, making now eight in all in this county.

HIGH SCHOOLS.

We now maintain one high school in the county for eight months. This school is located at Chipley, and I speak of it with a strong degree of pride for the efficient and substantial work that it has done. The last year's work has been most gratifying and the most successful term during its existence. The enrollment was the largest in its history and the work most efficient. We are obtaining most of our teaching force through this school.

Ten teachers are employed in this splendid faculty, with Prof. J. R. Ward as principal. I feel that we are fortunate in securing his services.

Chipley has enlarged its district and has voted bonds to the amount of \$30,000, the proceeds of which will be used in constructing and furnishing a \$25,000 school building.

RURAL SCHOOLS AND SALARIES OF TEACHERS.

All the schools of Washington County are rural schools, excepting the Chipley school. We have four rural graded schools employing three teachers each. Our rural schools were taught five months last year, and we paid our white teachers \$30 to \$75 per month. This year we will have to cut our terms to four months, as a result of short funds. We paid our colored teachers \$20 to \$40 per month.

NEGRO SCHOOLS AND THE JEANS FUND.

Our colored schools are in a very progressive condition. Last year we received assistance from "The Negro Rural School Fund, Anna T. Jeans Foundation," and a Supervisor was appointed under my direction, whose work was very gratifying. We have the opportunity of using this fund again this year, but I regret to have to say that public sentiment is opposed to educating the negro, so much so that the Board of Public Instruction of Washington County will not accept the funds placed at their disposal.

TEACHING FORCE.

The teaching force in this county is ample, supplied mainly by the young men and young ladies reared and educated in the county. They are rendering very efficient service, and obtain their certificates in their own county. Some obtain first grade certificates in their first examina-

tion, while others make second or third grade certificates. The tendency is for better work and higher certificates.

BUILDINGS.

All our old buildings are frame, except the one at Chipley, which is brick. The present conditions are fairly good, though they need some improvements in the way of painting, ventilating and warming. Two new frame buildings were erected last year, and a magnificent new structure will be erected at Chipley this year. In some of our schools the equipment is fairly good, while in the majority it is far from satisfactory.

SPECIAL DISTRICT BONDING LAW.

I approve of the law allowing districts to vote bonds for the purpose of erecting school houses, equipping them, lengthening terms, etc. The only disadvantage I find is, that the real and personal property in some districts is not sufficient to raise sufficient funds to accomplish the desired end. We have only one special tax district in the county, Chipley, which has held a bond election and voted bonds for the purposes expressed, the amount of which was \$30,000, bonds to run twenty years. As property valuations and population increases I think other districts will follow Chipley's example.

UNIFORM TEXT-BOOK LAW.

We are just beginning to introduce the uniform text-book law into this county. The contract under which the county was placed having expired August 2, 1914. All our schools are not yet supplied, but are making an exchange of the old books and getting the new books as fast as they can be obtained.

We have only one local agent in the county. No one

else is willing to handle the books for a 10 per cent. commission. This agent keeps the books on hand, but has not been able to supply the demand up to the present time. I like the system of the uniform text-books, but I find some patrons complaining at having to buy a new supply of books so often.

FINANCES.

Our county had all her schools taught last year and paid the teachers' salaries and the expenses of administration, but we are beginning the year practically without any money to our credit. We are owing approximately \$3,000. This was caused, as I have stated, by the division of the county and of the funds. We will run our rural schools only four months this year in order to get out of debt and get some money ahead.

SPECIAL TAX DISTRICTS IN GOOD CONDITION.

Our special tax districts are all in good condition financially. Each one has some money over and above all indebtedness and is using it to good advantage in improving school houses and grounds, in buying books and libraries, or in supplementing teachers' salaries and lengthening terms.

TEACHERS' INSTITUTES.

We have in this county a "Washington County Teachers' Institute." The same was organized in May, 1913. We have held two sessions, both well attended and fruitful of good results.

There seems to be a spirit of co-operation between parents, teachers, and pupils that I am glad to see. We have organized in this county a "Boys' Corn Club," which I am watching with interest, hoping to see the principles of industrial training developed in our schools.

ATTENDANCE OF TEACHERS AT STATE SUMMER SCHOOLS..

I am sorry to say that our teachers do not show a proper appreciation for State Summer Schools. Very few are taking advantage of these opportunities. I think we have four this year that attended summer schools in the State.

VOCATIONAL WORK.

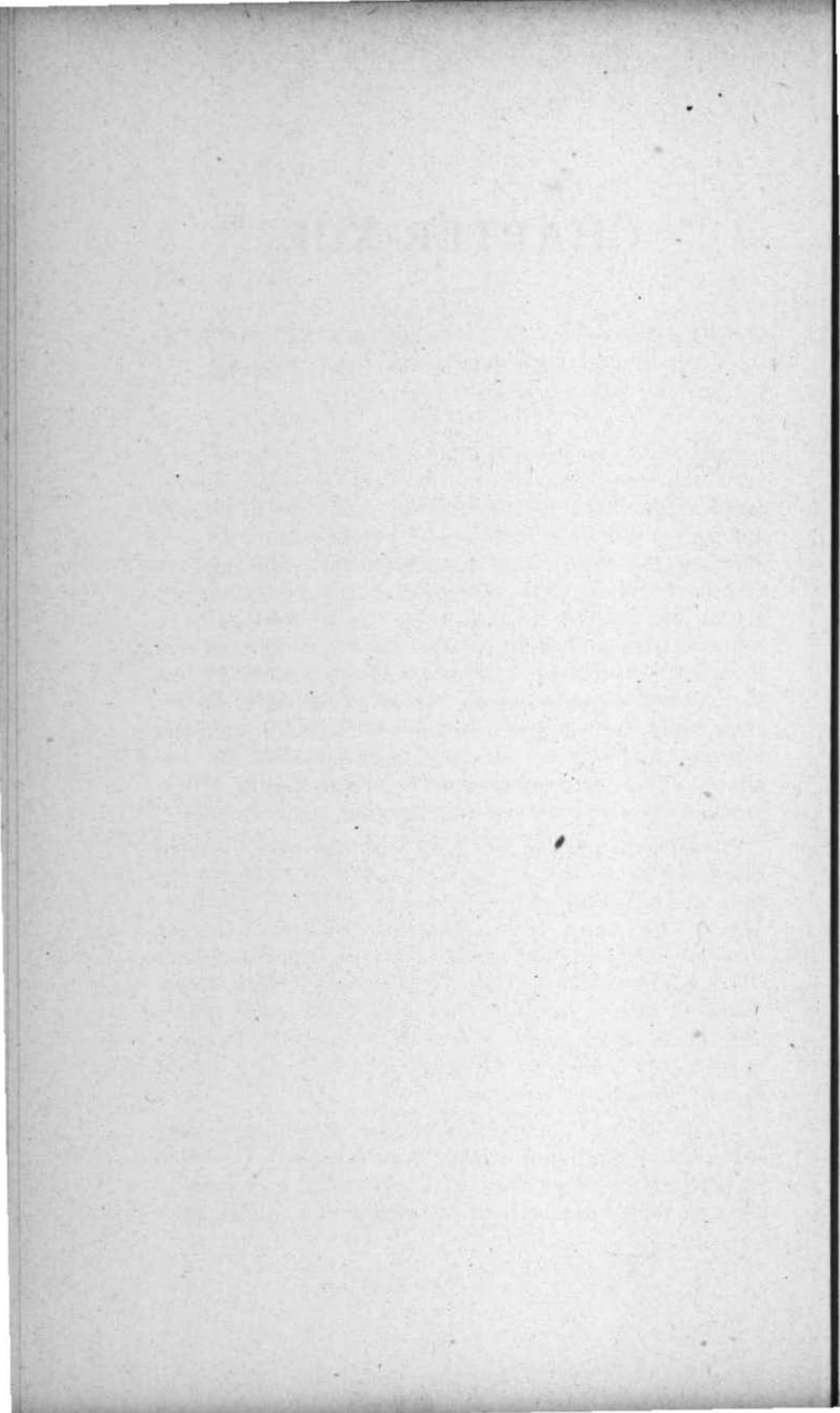
Very few of our young teachers are making preparations for teaching as a life work. They are not choosing teaching as a vocation, but as a stepping-stone to "something better," as they call it. This is a very deplorable condition of things, and we cannot expect to see it corrected until we can have longer terms and pay better salaries. Where we can run our terms only four or five months, and pay \$35 to \$75 per month, we can't expect to hold our best talent and get the best results from our schools.

FUTURE OUTLOOK FOR OUR SCHOOLS.

Notwithstanding the short terms and low salaries in our county, I can see the spirit of progress and a desire for education in our schools and among our citizens. I am soliciting the co-operation of teachers, parents, and school officers. I am trying to establish principles of manners and morals among the youth of the county and pointing them to higher ideals of citizenship and usefulness.

Respectfully submitted,

W. T. HORNE,
County Superintendent.



CHAPTER XIII.

CONFERENCES OF COUNTY SUPERINTENDENTS, SCHOOL BOARD MEMBERS AND OTHER EDUCATORS OF FLORIDA.

In the last two years of this administration there have been held two conferences of County Superintendents, members of County School Boards, principals of schools and members of the faculties of the Colleges and Universities of the State. The first conference was held at Gainesville, March 26th to 28th, 1913; the second at Fort Myers, March 10th to 13th, 1914. Both meetings were well attended and great interest shown in the subjects discussed. Space will not permit me to publish in full the typewritten addresses nor the extemporaneous discussions, but I desire to give here many of the public opinions expressed on the practical subjects contained in the programs. These expressions come from our leading educators and are well worthy of a place in our public records.

The subjects discussed at both meetings were, in some cases, the same, but at the Gainesville conference only were the following subjects considered, except incidentally: "*The County Superintendent—His Scholastic and Professional Qualifications—His Duties Toward School Officials and in the Selection of Teachers*," "*The Recognition of Certificates and Diplomas From Other States and From Schools of Florida*," "*Teachers' Summer Schools*," "*Compulsory Attendance*," "*The State School Fund*," "*Special Tax Districts*."

At the Gainesville meeting it was shown that most of the States which have County Superintendents prescribe certain qualifications for that office, and the conference went on record decidedly as favoring such a law in Flor-

ida, as will be seen by one of the resolutions passed at the close of the meeting.

Sentiment in favor of a Compulsory Education law has been growing in Florida for several years, and at this convention our Superintendents and Principals passed a resolution in its favor.

The discussion of the State School Funds at this conference has already produced good results, for since that time about \$175,000 of that fund has been invested in Florida Special Tax District Bonds. By this investment of the funds we not only assist our home people in the erection of school buildings but the money is drawing a higher rate of interest than when it was invested in other States.

The following resolutions were adopted at the close of the Gainesville Conference:

TO THE CONVENTION OF COUNTY SUPERINTENDENTS, MEMBERS OF BOARDS OF PUBLIC INSTRUCTION, AND HIGH SCHOOL PRINCIPALS:

We, your Committee on Resolutions and Legislation, beg leave to submit the following:

It is a fact universally recognized by all interested in the public system of education that the most present vital need is closer supervision; that this need cannot be met efficiently under the present school organization which charges the Superintendent with extraordinary duties and responsibilities, both office and field. Therefore, be it

Resolved, That we petition the Legislature to enact such laws that will give the County Boards of Public Instruction authority to create and maintain the office of Supervising Principal of County Schools;

Second. That this officer shall be subject to the authority and under the direction of the County Superintendent of Public Instruction;

Third. In counties not employing such Supervisors the

enactment of a statute requiring Boards of Public Instruction to employ competent clerical assistants for the County Superintendent, where such help is needed.

We also ask for the following laws:

First. A strong compulsory school law, with local option by counties.

Second. Amendment of the text-book law abolishing the State Text-Book Commission and placing entire authority under the Sub-Commission, to be thereafter called the Florida Text-Book Commission, which shall have authority to select and adopt.

Third. That the principal of the State School Fund may be loaned to County Boards of Public Instruction for interest bearing time warrants, or invested in special tax district bonds.

Fourth. That the State allow the graduates of the normal and collegiate departments of the State University and the Florida State College for Women, and such other colleges or universities in this State that will submit to such inspection and supervision as the State Board of Education may prescribe, to teach in the public schools of Florida without further examination; provided that one-fifth of the time of the collegiate departments be devoted to professional training.

Fifth. In order to be eligible to election to the office of County Superintendent of Public Instruction a person must, in addition to the present statutory requirements, be a graduate of a reputable college or normal school, and shall have taught eight months in the public schools, or have had at least eight months' experience as a teacher under a First Grade Florida Teachers' Certificate, or have had four years' experience as a County Superintendent.

Sixth. That the pay of a member of the grading committee shall not be less than \$4 per day, in addition to mileage.

Whereas, Great and lasting good to the public schools of Florida has resulted from the labors of the present High School Inspector and Supervisor of Rural Schools;
Be It Resolved,

First. That the thanks of this convention are hereby extended to the General Education Board, whose liberality has made the maintenance of these two offices possible during the last two years;

Second. That the thanks of this convention are also extended to Dr. John A. Thackston and Capt. George M. Lynch, for their efficient and untiring services to the schools of Florida, while acting in their respective capacities.

Resolved, That the thanks of this convention are most heartily extended to the Mayor of Gainesville, to the Board of Trade and its efficient Secretary, to the Alachua County Board and Superintendent of Public Instruction, for the cordial welcome and warm hospitality extended to us while in their midst.

Resolved, second, That our thanks are further extended to the faculty and students of the University of Florida, to the State Superintendent of Public Instruction, and to all others who have extended courtesies and who have contributed to the success and enjoyment of this convention.

Respectfully submitted,

R. E. HALL,
W. D. CARN,
J. H. WORKMAN,
A. A. MURPHREE,

Committee.

PROGRAM OF FT. MYERS CONFERENCE, MARCH 10-13, 1914

TUESDAY, MARCH 10

7:30 P. M.

Invocation.

Preliminary exercises.

Address.....Gov. Park Trammell

Suggestions for the Improvement of Rural Schools.....

.....Hon. S. Phillips


Some Needed Changes in Administration and in School

Laws.....Supt. W. N. Sheats

WEDNESDAY, MARCH 11

9:00 A. M.

Election of Secretaries and Appointment of Committees.

 (The following order of subjects may be changed, or others substituted, by a vote of the Convention.)

Anyone whose name is not mentioned is expected to speak under the head of Volunteers on the subject of his choice.

I. INDUSTRIAL AND VOCATIONAL EDUCATION:—

- (a) The necessity for their installation.....Prof. C. K. McQuarrie
- (b) Suggestions as to how they may be introduced into the rural schools.....Supt. W. A. Dopson
- (c) Will their introduction retard or enhance educational efficiency?.....Supt. Jos. W. Sherrill
- (d) How teachers may be prepared and secured for such instruction.....Prin. J. W. Asbury
- Discussion opened by.....Hon. Geo. M. Lynch
- Continued byVolunteers

II. A TEACHERS' STATE READING CIRCLE:—

- (a) The necessity for, and suggested plan of organization.....Prin. C. M. Jones
- (b) By whom the books should be prescribed, and the number for annual reading....Supt. D. L. Thrasher
- (c) Suggestion of plans for ascertaining whether the books have been thoughtfully read, and for awarding credit.....Prin. N. J. Perkins
- Discussion opened by.....Prin. J. H. Workman
- Continued byVolunteers

2:30 P. M.

III. HIGH SCHOOLS:—

- (a) Should a State Uniform Course of Study be prescribed for them?.....Dr. A. P. Montague

- (b) How many grades of such schools should be recognized, and would it be advisable to prescribe uniform text-books for each grade?.....Dr. Jno. A. Thackston
- (c) Suggested requirements as to preparation and number of pupils, number and qualifications of teachers, number and length of recitations, to entitle a school to recognition as a Senior High School.....Prin. J. H. Workman
- (d) Suggested requirements to entitle a school to recognition as a Junior High School.....Prin. A. D. Kean
- (e) Is it advisable to establish Teachers' Training Classes therein?.....Prin. E. L. Robinson
- (f) Should schools with less than four teachers offer High School courses?.....Supt. J. L. Kelley
- (g) Should the annual examination questions on which promotions are based and the diplomas issued, be uniform and both emanate from a common source?.....Supt. R. L. Turner
- (h) Should the qualifications of all teachers in High School Departments be prescribed by Statute?.....Supt. Dixie M. Hollins
Discussion opened by.....Supt. F. A. Hathaway
Continued by.....Volunteers

☞ The nine speakers on the above topic are appointed a Committee to submit High School Courses of Study for adoption by the body and subsequently by the State Board of Education.

7:30 P. M.

IV. THE LAW ENABLING NORMAL SCHOOL AND COLLEGE GRADUATES TO TEACH AND ACQUIRE STATE CERTIFICATES:—

- (a) The wisdom of granting State Certificates to all graduates, though without experience in teaching.....Dr. E. Conradi
- (b) Should there be any discrimination in issuing such certificates to the graduates of State and other colleges and universities?.....Dr. Lincoln Hulley
- (c) What regulations for inspection should be prescribed by the State Boards of Education and Control?.....Dr. W. F. Blackman
- (d) What professional training should be prescribed, and should the provision requiring one-fifth of the time of the collegiate department devoted to it, apply alike to State and other Collegiate institutions.....Dr. W. L. Clifton
- (e) How should the prescribed examinations be conducted, who should grade the papers, and what disposition should be made of them?..Dr. A. A. Murphree
Discussion opened by.....Dr. A. P. Montague
Continued by.....Volunteers

☞ The above six speakers on this topic are created a Committee to draft and submit Rules and Regulations for the adoption by the State Boards as prescribed by the law.

THURSDAY, MARCH 12

9:00 A. M.

V. TEACHERS' EXAMINATIONS.—

- (a) What are the objectionable features in the execution of the present mode?.....Supt. J. H. Brinson
- (b) What objectionable features would still exist, if the present mode be continued with the creation of a State Grading Committee?.....Prin. P. W. Corr
- (c) Exposition of the salient features of the bill submitted to the last Legislature providing for a State Board of Examiners.....Supt. J. L. Kelley
- (d) Arguments favoring the creation of a State Board of Examiners.....Supt. W. T. Kennedy
- (e) Objections usually urged against such mode of examination.....Supt. J. W. O'Hara
Discussion opened by.....Prin. R. M. Evans
Continued by.....Volunteers

VI. TEACHERS:—

- (a) The growing demand for capable teachers; how can it be met?.....Supt. R. E. Hall
- (b) Should an age limit for entering the profession be established by statute?.....Supt. J. T. McDade
- (c) Arguments favoring annual payment of teachers....Prin. W. C. Stokes
- (d) What should be done to prevent teachers disappointing Superintendents after accepting positions?.....Supt. D. D. Corbett
- (e) The several points to be considered in fixing teachers' salaries so as to adequately recognize merit.....Board Member W. J. Odom
Discussion opened by.....Supt. Chas. B. King
Continued by.....Volunteers

VII. DIFFICULTIES IN SECURING TEXT-BOOKS:—


- (a) The chief causes of these difficulties under the uniform book law.....Supt. C. R. M. Sheppard
- (b) Suggested remedies to correct the difficulties.....Supt. C. A. Parker
Discussion opened by.....Supt. Wm. H. Biggs
Continued by.....Volunteers

2:30 P. M.

VIII. A STATE COURSE OF STUDY FOR THE COMMON SCHOOLS:—

- (a) Is a State Course for the graded schools desirable?.....Supt. R. L. Turner
- (b) How to secure the general use of the Course prescribed.....Supt. J. O. Bickley

- (c) Expediency of shortening the Course to seven years... Supt. F. S. Jackson
- (d) Suggested variations in the Course for rural white schools and negro schools.....Supt. G. W. Tedder
- Discussion opened by.....Prin. Glenn Terrell
- Continued by Hon. Geo. M. Lynch, Supt. J. W. Hodge, Supt. J. W. Sanders.

 The above eight speakers on this topic are appointed a Committee to draft and submit a Course of Study for the adoption of the Convention, and the subsequent adoption by the State Board of Education.

IX. COUNTY BOARDS OF PUBLIC INSTRUCTION:—

- (a) Is the present organization of such Boards entirely satisfactory.....Supt. J. W. Burns
- (b) Advisability of making the County Superintendent a member, *ex-officio*.....Supt. J. F. McKinnon
- (c) The present relation, duties and powers of the County Superintendent to the County Board enumerated.... Supt. W. M. Rowlett
- (d) What reasonable objections can be urged to increasing County Boards to four elective members and the County Superintendent a member, *ex-officio*?..... Supt. W. J. Sears
- (e) The advisability of making women eligible for election to one or more places on County Boards..... Supt. W. A. Thaxton
- Discussion opened by.....Supt. Jos. A. Jackson
- Continued byVolunteers

8:00 P. M.

X. WOMEN'S CLUBS AND VOCATIONAL EDUCATION:—

The Co-operation of the Florida Federation of Women's Clubs with the Educators of the State..... Mrs. W. S. Jennings, Chairman Dept. of Education, Florida Federation of Women's Clubs.

Canning Clubs of the State, Their Relation to Education and Vocational Training..... Miss Agnes Ellen Harris, Dean Home Economics Department, State College for Women.

FRIDAY, MARCH 13

9:00 A. M.

XI. MISCELLANEOUS:—

- (a) Semi-annual promotion of pupils. Supt. Marshall Moore
- (b) Uniform County Examinations for Schools..... Supt. J. L. Kelley
- (c) Our Duties toward our State Institutions of Learning.. Supt. E. E. Macey

- (d) Clerical Aid for County Superintendents, or a Supervising Teacher, which?.....Supt. F. G. Schell
- (e) Borrowing Money under Chapter 5390, Laws of Florida.....Supt. Virgil S. Lowe
- (f) Shall Women be Admitted to the Normal Department at the State University?.....Supt. G. H. Tompkins
- (g) Practical Suggestions for School Consolidation, and some Causes why the Movement is not More Popular.....Supt. W. T. Horne
- (h) Use of State School Fund for the Erection of School Buildings.....Supt. W. M. Rowlett
- (i) Necessity of a Statute against Nepotism in School Affairs.....Supt. Dixie M. Hollins
- (j) Athletics in High Schools.....Prin. R. M. Sealey

XII.

- (a) Reports of Committees.
 - (b) Adoption of Reports.
 - (c) Resolutions and Miscellaneous.
- Adjournment.

The convention at Fort Myers opened on Tuesday evening, March 10, 1914, with an invocation and addresses of welcome by citizens of that city. Hon. Park Trammell being unavoidably absent other addresses were made by Hon. W. A. McRae, Commissioner of Agriculture, Hon. S. Phillips and State Superintendent W. N. Sheats. On Wednesday morning, Superintendent Sheats in the chair, Superintendent R. L. Turner, of Citrus County, was elected secretary, and J. C. Compton, of the State Department of Education, was elected assistant secretary.

TOPIC I. The subject, "Vocational Training," was opened by Prof. C. K. McQuarrie, of the State University, who said in part: "All students of the world's past history must recognize the fact that every century as it rolled around has left its particular mark on the page. With the dawn of the Nineteenth Century we find industrial education taking on a new aspect, and that century will go down in history as the most important of all centuries towards the emancipation of mankind from old time conditions. It will go down in history as the century of inventions of all kinds, and the concentration of industries in large centers. The latter part saw the beginning

of the electrical period and also the emancipation of womankind from the old thralldom of the previous centuries. The Twentieth Century finds *us* with a wider outlook and a broader viewpoint on educational matters than was ever known in all the past centuries put together. This century is going to see a compulsory movement of the population back to the farm and rural conditions generally. Fully eighty per cent of your enrollment drop out when they reach the eighth grade, because the studies above that grade do not fit into their future life. Therefore your curriculum should be so changed that every boy and girl attending school will be given an opportunity to get a vocational and industrial training at a time of life when their minds are most receptive." Prof. McQuarrie advocated a higher school tax so that competent teachers could be employed to teach vocational subjects, that transportation and consolidation can be accomplished, laboratories provided by which boys can be taught the rudiments of soil-physics, and girls taught Domestic Science and Home Economics. The boys should be taught the use of tools, forge work, electrical machinery, gasoline engines and motors of all kinds.

Vocational training alone is not sufficient—our teachers must be able to so direct pupils that they will select the occupations for which they are best fitted. In order to do this the Glassgow method is recommended, where the same teacher teaches pupils through all the elementary grades. Such teaching will reduce the great army of misfits which we now find everywhere. For teaching agriculture demonstration plats in connection with the school are recommended. The Munich schools in Germany are recommended as the best in the world for this kind of instruction.

Superintendent W. A. Dopson strongly favored vocational training, and to properly carry on the work he advocated consolidation of schools and the levying of a special tax to meet the extra expense incurred.

Prof. George M. Lynch stressed the necessity for well-trained teachers, at least three teachers to the school and properly arranged school building, in order to do effective work of both a literary and vocational character in the same school.

Prof. J. W. Asberry advocated the establishment of training schools, at State expense, for the education of teachers for this subject, and that certificates should be granted to those who creditably complete a course of study prescribed by the State.

Dr. W. F. Blackman delivered the following extemporary address on this vital subject:

I am glad to see that my profound and vociferous young friend, Mr. Lynch, has met with a change of heart since he and I used to travel together, and has come into a sound position. I wonder if association with me on those occasions did not have some influence!

I believe in vocational and industrial training beyond question. I believe in trade schools. I believe in craft schools. I believe in State universities, particularly in their agricultural departments and the agriculture of the State; in the University Extension Movement, in the institute methods, in the correspondence work in the State University. Wish we could do more than we do in this work. But in the whole business of introducing agriculture in the rural school I disbelieve. I do not believe that the public school, in primary and secondary schools, has any call to teach medicine to make doctors, to teach law to make lawyers, to teach agriculture to make farmers, or to teach mechanics to make mechanics. I believe it should teach the fundamental elements of an education upon which all these other things should build their separate structure and preparation for life. Now, these things grow out of my own experience, very largely. I know the rural school because I was brought up in one, and most of us were, perhaps. This happened to be in

the State of New York. As I remember, in my boyhood, I was routed out of bed on a cold day about five o'clock by an arduous father, and for at least an hour before breakfast I fed sheep and cattle, mended harness and greased wagons, looking after all kinds of farm work, and perhaps for an hour after breakfast. From nine o'clock until twelve I went to the rural school, and from one to four. Then the hours until night were spent at farm work. I had about six hours' study and three or four hours' work on the farm under my father's direction. Four months of the year I worked altogether on the farm without school work, or in the factory learning an entire trade, or in the store merchandising or bookkeeping or what not.

Now, I believe that if any girl from the city near by, who was teaching in our school, had undertaken to divert the small amount of attention and small amount of time from the subjects that we were studying to show me how to get an extra squirt of milk from a cow, I think she would have failed to do it. I could have taught her ten times as much as she could have known, and it would not have been worth the learning compared to other things.

My friend and I have had a great deal of fun about these things. I like his enthusiasm. I believe in industrial training, by all means, but unless you can make your school a twelve months' school, then do not undertake to take out anything that is in it. If you are going to have four months in which pupils can work and learn how to do things then have them take those four months in which to do it. And the eight, seven, six, five months here in Florida, whatever time they have, is surely not too much time to learn something of profound and everlasting significance to men and woman alike. There is none too much time to do that. Take the English language—the proper use of the English language. How much can we teach them of it, and how much more worth while it is to learn

that. I used to take the old readers that I had as a boy, and pour over Bacon, Shelley, Byron, Shakespeare, all great souls who had expressed themselves in literature, and my heart was stirred, my ambition was roused by that reading. Now, if any girl from the high school had taken me away from that to teach me how to shear a sheep or weigh a turnip. I should have felt hostile to that thing. I did not get any more than I needed of the other. And so with grammar. I am not pleading for old fogyism, but what a magnificent theme this is, the structure or construction of this magnificent human growth, the great tongue like the English tongue! It takes time, it takes brain to get anything out of grammar. When you are studying grammar you are incidentally studying logic. How it expresses itself! We are dealing with things of great consequence.

And talking about Latin; how much is taught in the rural schools of Florida? My point is, when people rail at Latin in our country schools they rail at what is not taught. I am not standing for Latin in the rural schools, but for the English language, for English literature, for grammar, for arithmetic, something that will be solid and substantial, useful in every way; for some history, knowledge of our people; for some geography, knowledge of the globe on which we live; some nature study. We have not too much time for it. We have all the time outside for these other things. I believe we are blind leaders of the blind in this State. I protest against it. If I were to teach in the rural school I would not teach agriculture. I would teach nature study. I would teach about the birds, beasts, flowers. I would teach something about the charm and glory and beneficence and divinity of the country so that these children will not want to leave it to go to the city. They will love it. They will think, not that turnips can be grown and turned into money—they will think of it as a scene of glory, wonder and charm in which their life is cast.

Superintendent Dixie M. Hollins spoke in favor of vocational training in the public school, but strongly urged that we must have teachers with education and experience that fit them for that kind of work, and they must be properly paid; the equipment of the school must also be properly selected for this character of teaching; unless these requirements are met vocational instruction will be a failure.

TOPIC III. HIGH SCHOOLS.

Dr. A. P. Montague said on the subject of a State Uniform Course of Study:

A State course of study should be adopted for our high schools, but, on account of varying environment, minor modifications should be allowed by individual schools. A general course can be adapted to all high schools if we place in this course several electives. My reasons for favoring a uniform course are these:

1. Uniformity will bring equal pace in progress.
2. Uniformity will permit a student, moving from one town to another, to enter his proper grade without inconvenience.
3. If the entire State uses the same course, defects, if any exist, will be soon detected and corrected.
4. Standardizing insures thoroughness.
5. In making a course of study the judgment of a committee of well qualified men is to be preferred to the judgment of one man only.
6. A uniform course produces a sense of comradeship and inspiration among teachers.

(Each of these points was enlarged upon in *Dr. Montague's* address.)

Dr. Jno. A. Thackston, State High School Inspector, spoke upon subject (b) of this topic, but as his views are given in his general report, published in full in this Biennial, a synopsis of his address is omitted here.

(c). *Principal J. H. Workman*: In general I will say that there should be thirty pupils in a high school department, with five or six of them in the eleventh and twelfth grades, in order for that school to be recognized as a senior high school, but different communities present different problems along this line.

The preparation of the pupil for this department requires a thorough knowledge of the grammar school branches and a full course of two years in the ninth and tenth grades. A student well trained in a junior high school will make a better citizen than one poorly trained in a senior high school.

In any senior high school department with less than one hundred pupils there should be at least three teachers giving their entire time to the four grades, and four teachers would be much preferable. If the department has over one hundred pupils the number of teachers should be increased accordingly. No teacher should have more than thirty pupils in a class, and a less number is more desirable.

Every high school teacher should, if possible, be a college graduate. Under no circumstances should less than three-fourths of the teachers in this department be college graduates.

Every high school teacher should hold a certificate secured by examination in this State covering the subjects which he or she teaches. Any one who teaches a subject should be willing to show to the State his ability to teach that subject.

Every high school recitation should be at least 45 minutes in length; a few classes, such as those in trigonometry and physics, need more than that time. Any one who tries to teach a class in less than 40 minutes will fail.

(d). *Principal A. D. Kean*: In the grammar school the children should secure such basic information as will enable them to perform the least duties of citizenship and to become self-supporting, and psychologically, to develop

the memory; when this period of the child's development is properly completed he is ready for the high school; he should not, however, enter that department before he is fourteen years old, for prior to that age his mind is not sufficiently developed to give him power for reasoning or abstract thought. In the grammar school a child should thoroughly master the branches in what is commonly known as a good English education.

For a school to be recognized as a junior high school it should give two full years to high school work in the ninth and tenth grades. There should be at least one teacher, who is not the principal, who will devote all his time to high school work. There should be not less than twenty pupils in a junior high school. The course of study should give five periods a day of not less than 45 minutes for each recitation. The course should not be elective, for the reason that pupils of this grade do not know what their occupations or professions are to be.

(e). *Principal E. L. Robinson*: In considering the question of establishing training departments in our high schools I recognize the fact that there is a demand not yet met for better trained teachers, and possibly such departments might accomplish something in meeting that demand, but there would be many difficulties to overcome in the plan, and at best it would be only a makeshift. The real problem of providing teachers should be solved by the State rather than by the counties. Our State authorities and our State schools are doing much toward furnishing a supply of good teachers, but it is here suggested that the State might do more by providing one or more efficient State Normal Schools for this purpose.

(f). *Superintendent J. L. Kelly*: In discussing the question as to whether schools with less than four teachers should offer high school courses, I will limit such high schools to the ninth and tenth grades, and to one definitely planned course of study. The matters of adequate buildings, supplies, equipment, schedule of daily activities and

length of term must also be considered. Unless these conditions are abundantly provided it would tax the skill of six experienced teachers to produce satisfactory results. But under most favorable conditions a less number than four teachers cannot successfully accomplish the work of ten grades and should not offer a high school course.

(g). *Superintendent R. L. Turner* answered question (g) in the affirmative. Fairness to all concerned would make a necessity for all questions to be uniform and they could not have this quality unless they emanate from the same source.

TOPIC IV. "The Law Enabling Normal School and College Graduates to Teach and Acquire Certificates" was discussed by various college presidents and their representatives. Dr. Edward Conradi and Prof. Blocker, the latter representing Stetson University, both approved of the law and strongly affirmed that no discrimination should be made between the State schools and the independent colleges and universities in granting State certificates to their graduates. In the treatment of this subject a fair and liberal spirit was shown throughout by all who discussed it.

(c). *Dr. A. A. Murphree*, in discussing subject (c) of this topic, expressed strong regrets that certificates issued in any State could not be recognized in all other States. "Notwithstanding this difficulty there exists in over ninety per cent of the States the custom of certifying teachers upon diplomas granted by standard colleges and normal schools." Dr. Murphree then gave the regulations of all States in the Union on this question. He stated further than "in 1911 there were only four States in the Union that did not have college or normal school graduation as a valid qualification for a teacher's certificate. These States were Georgia, Florida, Alabama and Mississippi. Ten of the States, some of them very progressive educational States, too, did not even require professional studies for the diplomas recognized for certifi-

cates. There are only eleven States that give no recognition to college or normal school diplomas of other States. They are Connecticut, North Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Arkansas and Iowa. Since 1911, I am happy to say, that our State has joined the ranks of the most progressive educational Commonwealths, and now offers to recognize graduates of her normal schools and colleges. Georgia has also recently joined the ranks.

"As president or member of a faculty of any of these institutions; I should be unwilling to stultify myself by permitting outside agency to set the questions, pass upon the examinations, or become custodian of the examination papers. It is, however, proper that these independent institutions subject themselves to the same sort of inspection and supervision as is now provided for State institutions under State control."

REPORT OF THE COMMITTEE ON COLLEGE AND UNIVERSITY GRADUATE CERTIFICATES.

In response to the request of the State Superintendent, Dr. W. N. Sheats, the undersigned committee, appointed by him, makes the following report with reference to the admission of graduates from non-State colleges and universities to State certificates, under Chapter 6540 of the Laws of Florida.

With regard to colleges under private management we make the following suggestions:

1. That the State Board of Education and the Board of Control, acting jointly, ascertain by examination of the catalogues and circulars of each such college, whether its standards of admission and graduation are nominally as high as, or higher than, those of the State Universities and the Florida State College for Women.

2. That these Boards ascertain by personal inspection whether the colleges whose nominal standards are as high as those of the State institutions mentioned, do in fact maintain these standards impartially and invariably.

3. That these Boards also ascertain by personal inspection whether the teaching force in these colleges is capable and well-trained, so as themselves to set examples of the best pedagogic method.

4. That they ascertain similarly whether these colleges have such a money endowment or other certain income, and such material equipment—buildings, libraries, laboratories and apparatus—as give stability and efficiency to their work.

5. That for the purposes of such inspection some member or members of these Boards visit each such college at least once a year.

6. That such an interpretation of the phrase, "professional training," be given, as to include, in addition to satisfactory courses in psychology, pedagogy and the history of education, courses in logic, ethics, the history of philosophy, expression and perhaps vocal music and physical culture.

7. That all colleges meeting these conditions—and no others—be listed in the office of the State Board of Education as on the same footing with the University of Florida and the Florida State College for Women, as concerns this matter, and that their graduates be entitled to receive a State certificate without examination, provided that they meet the conditions of Section 1, of the Act in question.

Committee:

W. F. BLACKMAN,
President of Rollins College.

A. P. MONTAGUE,
President of Columbia College.

D. J. BLOCKER,
Representing Stetson University.

E. CONRAD,

President of Florida State College for Women.

A. A. MURPHREE, Chairman,
President of University of Florida.

TOPIC V. On the subject of "TEACHERS' EXAMINATIONS" opinions were almost unanimous that, while the present law was good when adopted, it has served its time and should be replaced by a better one.

(a). *Superintendent J. H. Brinson* said: The examinations are held at times of the year when many teachers cannot conveniently attend them, and when it is difficult to secure grading committees. The examinations are uniform in name only. The great number of grading committees, with their different environment, will necessarily make wide differences in grading and in results.

(b). *Prof. P. W. Corr*: If we have the present law with a State Grading Committee instead of County Committees, there would still be many opportunities for fraud, and the one State Committee would require so long a time in which to do its work that much inconvenience would result therefrom.

Superintendent W. N. Sheats explained fully that examinations could be conducted more efficiently by a State Examining Board than by the present system; that such a board would be composed of three of the most capable educators of the State; they would prepare the questions, hold the examinations and grade the manuscripts; they would come in personal contact with all the examinees and thus be able to learn their fitness for teaching aside from their knowledge of text-books; they would give their time to the work and an examination would be held in some part of the State every week in the year; they would soon become experts in their work; they would be held responsible for results, while under the present system no one person can be held responsible; irregularities, frauds, injustice, etc., may be committed and the wrongdoers never be detected.

The expenses of the examinations under the proposed system would be less to the teacher, on account of the shorter time required for them, and a very little more, if any, to the State.

TOPIC VI. *Teachers.*

(a). *Superintendent R. E. Hall*: The growing demand for capable teachers in Florida is difficult to meet. For this purpose summer training schools should be located in all sections of the State far away from the present educational centers. Teachers' training classes might be conducted in the high schools, but this plan has objections. Consolidation of schools might be enforced by law and thereby decrease the number of teachers now required.

(b). *Superintendent T. J. McDade*: There should be established by State law an age limit for teaching. No one should be employed as a teacher who is under the age of eighteen years.

(d). What should be done to prevent teachers disappointing Superintendents after accepting positions?

Superintendent D. D. Corbett said that some teachers accept positions in Florida and after a few months notify the Superintendents that they have changed their minds and will not open the school. Under our law there is no remedy for this breach of contract. We should have a law by which a teacher forfeiting his contract shall forfeit his certificate. Or there should be an agreement between County Superintendents that any teacher forfeiting a contract with any Superintendent may not be employed in any other county.

(e). *W. J. Odom, Board Member*: In fixing the salaries of teachers the following points should be considered: Professional training, experience, progressiveness, number of pupils in the school and number of grades.

TOPIC VII. *Difficulties in Securing Textbooks.*

(a). *Superintendent C. R. M. Sheppard* said the difficulties were with the publishers, depositories and the local dealers. The publishers have been unable to furnish some of the books this year as fast as they were needed.

A depository in Atlanta is too far from our State to serve us well. It also furnishes books to so many States that it is frequently unable to accommodate the Florida dealers promptly. A depository should, therefore, be established in Jacksonville, or some other central city, through which all textbooks for Florida could be secured.

Local dealers frequently do not order books as soon as they should nor in as large quantities as they should order, and the failure to do this causes much delay. Local dealers should be selected by the County School Boards and all necessary information given them so that they could conduct their business intelligently.

TOPIC VIII. *A State Course of Study for the Common Schools.*

Superintendent R. L. Turner: Education is shown to be a gradual process of growth. Then, in order that this growth be justly and properly attained, I do insist that the every-day work of the pupils be wisely planned and carefully directed.

The primary aim of the common schools cannot be secured unless the materials used in instruction are wisely selected, carefully arranged and graded and properly correlated.

The "Course of Study," therefore, is the most natural and concrete expression of the aim of our common schools. Our conception of the duty of all school men of this age is to arrange and adopt some formal course of study for the common schools.

This is a problem of some magnitude and of course must be attended with great care. It must be arranged with equal justice to the correlation of subject-matter and the ever growing powers of the child.

The essential points in the arrangement of a course of study for the common schools are these, to-wit: First, to

unify the work of all the schools; second, to reduce all school work to a minimum, to economize in effort and time and money; third, to furnish a standard of classification as a basis for final promotion; fourth, to provide proper subjects wisely selected and carefully arranged that are essential to the life work of the child.

Superintendent J. O. Bickley: In order to secure the general use of a prescribed course of study I would recommend that County Superintendents familiarize themselves with the course and then call a teachers' institute, place a copy of the course of study in the hands of each teacher and have it thoroughly explained and understood. When the course of study has been explained in this way it can be followed intelligently and successfully. The attendance upon this institute should be compulsory.

Superintendent F. S. Jackson favored shortening the common school course to seven years. He has found that upon an average only about ten per cent of our children who attend school ever enter the high school. They drop out at the sixth or seventh grade. The first great advantage of shortening the course would be that more pupils could thereby be induced to enter the high school. A second advantage would be that when pupils enter the high school they can begin the study of the foreign languages, elementary algebra, constructive geometry, elementary science, etc., and thereby develop an interest that would hold them in school far beyond the period at which they now drop out. Vocational training is also beginning to make demands upon our public schools and time must be found for that work also.

Superintendent G. W. Tedder: The inefficiency of the public schools and their failure to give children the practical education which they need are easily recognized but hard to remedy. No remedy has been found and put into practical operation. The movement of the country people to the town still goes on, and as this movement is confined very largely to the better classes it takes from the

country school an element which it cannot afford to lose. Transportation, consolidation, the study of agriculture, corn clubs, canning clubs have all been tried, and I have supported them, but they have not solved the problem—the exodus from the country to the town still goes on. Vocational training is good but we have not secured the teachers with the required education and experience to make the work a complete success.

A large part of the negro race is degenerating in efficiency chiefly because we do not give the negro children the kind of schools they need. We have tried to give them an academic education, which they are not prepared to receive and which they cannot use. We must change our course and give them studies that will fit them to earn a living. A law should be passed permitting us to have different courses of study for white and colored children, and by which we could issue certificates to the teachers of the two races on different bases.

TOPIC IX. *County Boards of Public Instruction.*

Superintendent J. F. McKinnon spoke upon the advisability of making the County Superintendent a member ex-officio. He said in part: It is evident that in increasing the duties of his office no personal advantage would accrue to the County Superintendent. Under the present law many duties are imposed upon him, but he is given no voice in their enforcement. The law makes it his duty "to see that the interests of the county are properly guarded and its rights secured in the making and performance of every contract for the construction of school buildings or other purposes, and that all moneys apportioned to or raised by the county are applied to the objects for which they were granted or raised;" the law also places the control of all Special Tax Districts in the County School Board and the County Superintendent, and yet this officer has no vote whatever in the enforcement

of any matter. Hence we conclude that additional powers should be given the County Superintendent. To make him a member of the County Board would augment his power in two particulars: First, he would have a vote in determining matters coming before the board, and, second, this additional power would give him prestige and influence with that body.

Prof. P. W. Corr favored the enlargement of the powers of the County Superintendent, but opposed giving him a vote in the School Board.

Superintendent R. L. Turner opposed increasing the number of members of the School Board. The people of the county want to know who are responsible for acts of the board, and it is easier for them to secure this information when the members are few than when they are many.

Superintendent E. E. Macey wanted to see the number of members of the boards increased. With only three members on the board it is entirely too easy to get a measure passed without full consideration.

Principal J. H. Fulks said that our present system is wrong. It should be changed so that the County Superintendent could be relieved from his office duties and become an active, efficient superintendent of all schools of the county, or the County Board should have authority to employ an efficient educator as superintendent, without clerical duties.

Superintendent W. N. Sheats spoke upon this subject as follows:

I wanted an expression of public sentiment on that question. I wanted to see how my views in regard to the matter were supported by this body of educators. I have entertained an idea for some time that for efficiency and for securing results that some of our County Boards are rather small. It would not effect the great majority of the counties, in my judgment. But there are quite a number of counties that it would effect advantageously. If the

majority would not be hurt, and some would be benefited, it would be a good thing.

I am in possession of a good deal of information from different quarters that you do not have. As I told you last night, a great many little things come to my office that say a great deal to me that the general public knows nothing about. Consequently, I submitted a bill to the last Legislature; you know the provisions of it, providing for the election of four County School Board members, dividing the county into four school districts. That would increase the expense about one-fourth. You know, as well as I do, that it is the habit of school folks, and a good many others, to run in ruts. You are accustomed to three members of the board. You feel like three will attend to public matters better than four. In order to make the number odd, the bill provided that the fifth member should be the County Superintendent of Public Instruction. That is exactly in harmony with the State Board of Education. It is composed of five members. The State Superintendent is ex-officio member of that board. In fact, all are ex-officio members. He has a vote as well as any one else. In the different regulations they adopt, I take my part of the responsibility, and I believe that a good many County Superintendents ought to be made to come out in the open, take a stand, have a policy. I understand there are a few places where they tell the County Superintendent, "You take your seat there in the chair. You are only secretary of this board. We run this business." You know it is an easy matter for two men to collude. "Bill, I have got a scheme to carry out. You stand up to me. We are a majority. We will run things here. The County Superintendent has no power." And they do run things.

Topic X. Women's Clubs and Vocational Education.

Mrs. W. S. Jennings, chairman of the Department of Education of Florida Federation of Women's Clubs, gave

to the conference on Thursday evening a most instructive address on the co-operation of their work with the educators of the State through the sixteen departments of the work of their organization. These departments are the following: Art, Bird Protection, Civics, Club Extension, Civil Service Reform, Forestry, Health, Home Economics, Literature and Library Extension, Music, Legislative, Social Conditions, Education and Bureau of Information. The work being done by the club under each of these departments was well presented.

Hon. O. B. Martin gave an address on "Boys' and Girls' Demonstration Work," in which he cited some of the history of this phase of education in the South and showed the wonderful improvement that has been made in farming and household work in the past twelve years. As far back as the year 1910 there were over 46,000 boys enrolled in the Corn Clubs, and in 1913 there were over 43,000 girls in the Canning Clubs. Some boys produced as much as 175 bushels of corn per acre, and one boy in Dunstan, Alabama, produced 233 bushels per acre. The objects of the Boys' and Girls' Clubs were stated to be as follows:

1. To teach the principles of agriculture and horticulture in a definite and practical manner.
2. To teach love of the soil and plant life, and show communities the value of their lands.
3. To dignify labor and make it intelligent and effective.
4. To give purpose and direction to youthful lives at opportune time.
5. To impress the value of individual ownership and earning.
6. To help the family by having all its members contribute to its support.

7. To show the value of healthy rivalry and co-operation in producing and marketing crops.
8. To train farm managers and home makers.
9. To vitalize school work.
10. To develop manhood and womanhood.

Mrs. Fuller's Address: Miss Agnes Ellen Harris, of the State College for Women, not having the opportunity to be present at the convention, her place was filled by Mrs. John Fuller, of Orlando, who spoke on the work which the Department of Civics of the Women's Club is doing in Florida, Mrs. Fuller being chairman of that department. She told us what the club is doing for better citizenship, of how they are working with children in their homes, in the school, in the street, in the factories and everywhere to make them better men and women. They are trying to turn the wasted energies of children into the right channels, to make play time as helpful as school time, to substitute good moving pictures for evil ones and to guide every activity and desire of the child toward the end of right living. She spoke of the good results which School Saving Banks have produced. School children now have over four million dollars on deposit, and this saving has lessened cigarette smoking 75 per cent.

It is sincerely regretted that we are not able to publish in full the addresses of Mrs. Jennings, Mr. Martin and Mrs. Fuller.

TOPIC XI.

Superintendent E. E. Macey spoke upon "Our Duties Toward Our State Institutions of Learning." He said in part: Inasmuch as the State institutions exist for the benefit of the whole State and are administered for the good of the entire population of the State our loyalty and patriotism should prompt us to support them gladly whenever an occasion to do so arises. We can do this in two

ways: When school officers are employing teachers they should give preference to teachers who come from the State institution, providing their attainments are equal to those of other applicants.

High school principals should keep before their pupils the advantages of the University of Florida and the State College for Women and insist upon their attending the one desired.

Superintendent F. G. Schell discussed the question, "Clerical Aid for County Superintendents, or a Supervising Teacher, Which?" Mr. Schell stressed the opinion that clerical aid should be employed and the Superintendent be permitted to supervise the schools.

Superintendent G. H. Tompkins discussed the question, "Shall Women Be Admitted to the Normal Department of the State University?" He said that we need annually several hundred new teachers for schools and that our higher educational institutions at present are not furnishing them, and we, therefore, need more facilities for the normal instruction of teachers. To meet this demand the Normal Department of the University should be opened to women.

Superintendent W. T. Horne gave some of the causes why consolidation of schools is unpopular and also the means by which that unpopularity may be removed. First, the masses are not educated to the point yet where they are interested enough to approve the plan of consolidation. The means for consolidation are yet inadequate; the country is too sparsely populated; the roads are too poor; social conditions are not such as to encourage the movement, and there is also a want of co-operation among school officers, teachers and patrons. In order to overcome these obstacles to consolidation he would advise the County Superintendent to make a map of his county showing the logical centers at which consolidated schools should be located, name the schools which can be most eas-

ily transported to those centers at the least expense, make an estimate of the number of wagons and the approximate cost of the transportation and the new buildings needed. He should then let the people see the advantages that would result from the plan of consolidation.

Prof. R. M. Sealey read a paper on "Athletics in the High Schools." He took the position that pupils in the high schools must have amusement and exercise and the best of means of securing both is through well directed games. This view of the question is sustained by the best authority of the country. It is then only a matter of the best form of athletics to be adopted. Some school grounds are not large enough for baseball, but almost any of them are ample for basket ball. This game is well adapted to small high schools and can be played by both sexes. Boys will be interested also in running, jumping, pole vaulting, etc. The question as to whether it is best for pupils of a high school to engage in inter-school contests has to be determined by the local conditions and circumstances.

A commission should be appointed to study local conditions of Florida and formulate rules and regulations under which our inter-school games should be conducted.

Superintendent Dixie M. Hollins spoke in very strong terms against nepotism in the public schools. He declared that School Boards had no right to employ any teachers closely related to County Superintendent or members of the County School Board. To do so would prevent an impartial control of school affairs in the school in which such teacher is employed.

REPORT OF COMMITTEE ON RESOLUTIONS.

To the Honorable W. N. Sheats, Chairman, and Members of the Convention:

We, your Committee on Resolutions, beg to submit for your consideration, the following resolutions:

No. 1. That a committee of twelve, representing the different sections of the State, be appointed to make a survey of the social, economic and educational conditions in the State and report to this convention at its next session, or to the State Superintendent sooner, if he so desires, the result of its investigation.

No. 2. That a committee of five, composed of school officials, be appointed to make a study of the laws governing the certification of teachers in other States and submit to this convention at its next session such changes in our laws relating to the same as will best meet the conditions of the State.

No. 3. That a committee of five, of which the State Superintendent shall be chairman, be appointed to make a study of the powers and duties of county school officials in other States and recommend to this convention at its next session such changes in our present laws relating to the same subjects as may seem wise and proper.

No. 4. That Peabody College, at Gainesville, otherwise called the Teachers' College of the State University, which is at present open to men only, be opened to women also, and that a copy of this resolution, duly signed by the presiding officers of this convention, be formally submitted to the Board of Control of State Institutions.

No. 5. That it is the sense of this body that adequate clerical assistance be given to County Superintendents in counties where there are more than seventy-five teachers employed.

No. 6. That a recommendation signed by the presiding officers of this convention be forwarded to each member of Congress from Florida requesting that a law be passed granting to the State of Florida, for school purposes, the United States lands in Florida.

No. 7. That the Legislature be requested to pass such laws as will enable those counties whose adopted lists of books will be in force until after 1915, to continue the

same lists until 1916, when the State adopted lists will be revised.

No. 8. That we oppose the indiscriminate giving of testimonials to inefficient or unsuccessful teachers.

No. 9. That it is the sense of this body that the application of a teacher who is seeking to break a prior contract should not be considered until he or she has been honorably released from the first contract.

No. 10. That we extend to the chairman of this convention our highest appreciation of his fair rulings, and kind and just consideration of us all at all times during this convention.

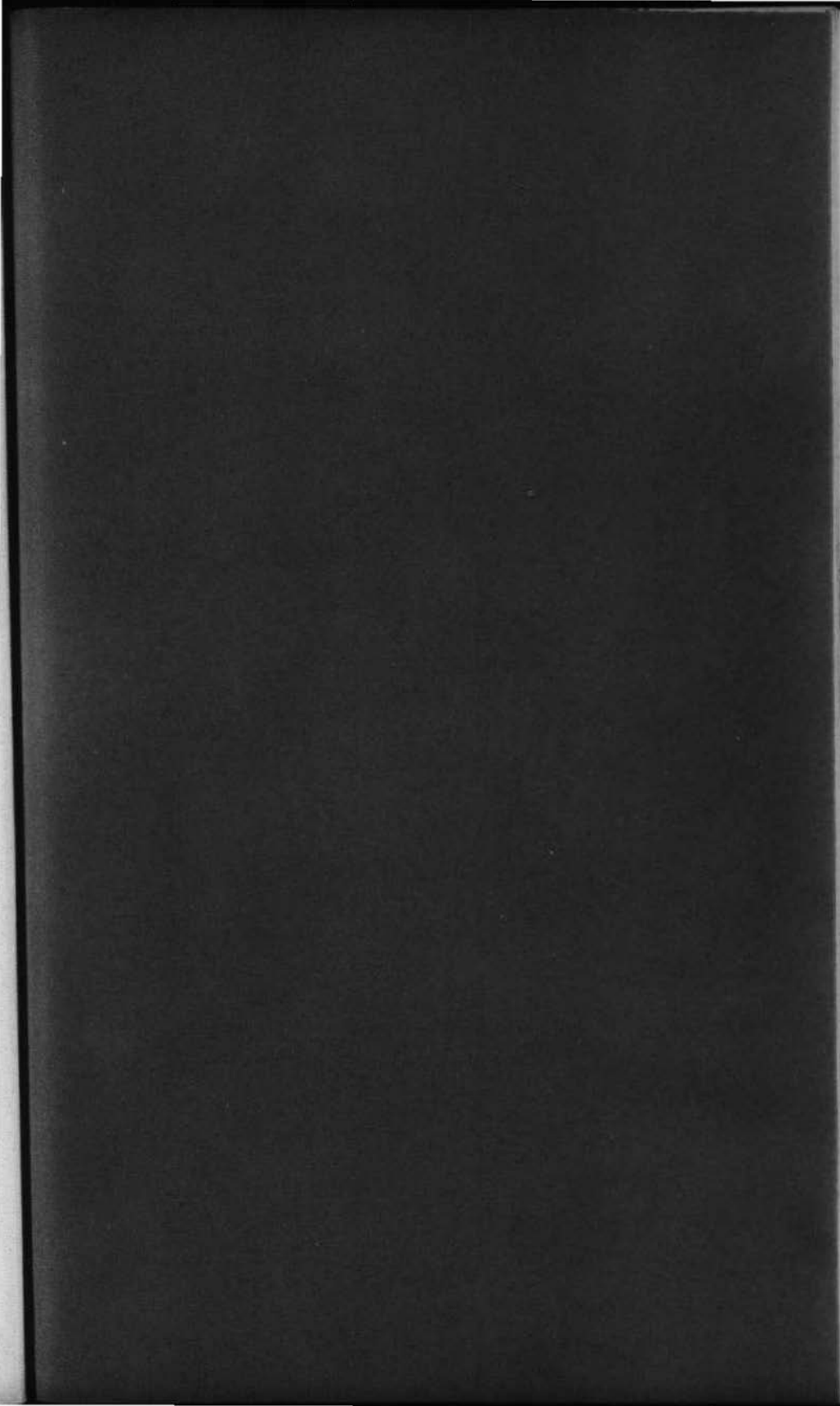
No. 11. That we express, by a rising vote, to the good people of Fort Myers, including Superintendent Sherrill, Chairman Odom, the Board of Trade and Professor Sealey our appreciation of the many courtesies and privileges extended us during our stay in Fort Myers.

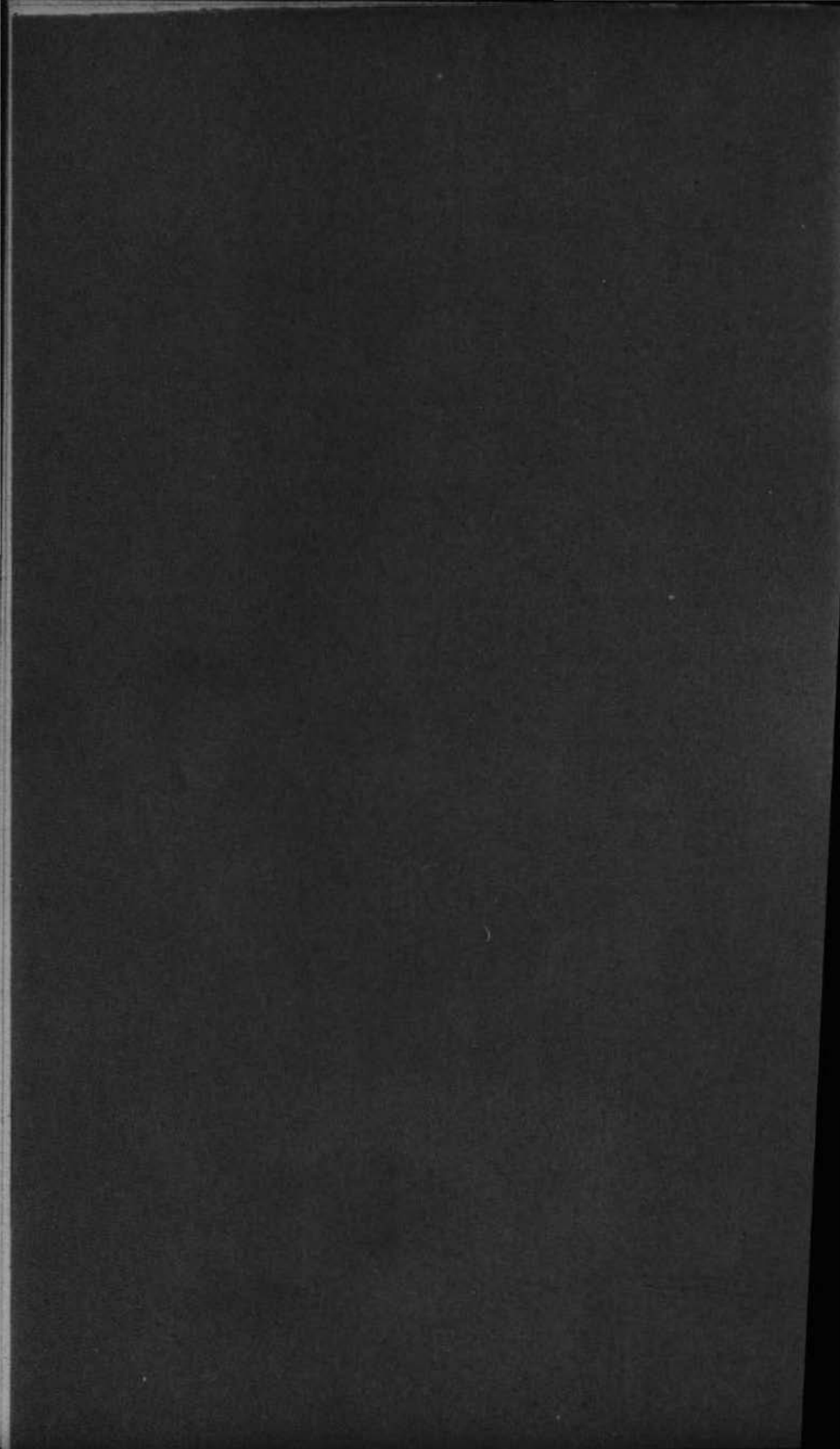
No. 12. That the leading papers of the State be furnished with a copy of these resolutions for publication.

(Signed)

W. T. KENNEDY,
E. L. ROBINSON,
G. W. TEDDER,
J. H. BRINSON,
GEO. M. LYNCH,
C. A. KEITH,
DIXIE M. HOLLINS,

Chairman.





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